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ABSTRACT

This booklet contains a listing of Elementary and Secondary Education Act, Title III projects in the State of Illinois. Each listing contains (1) the title of the project, (2) the administrative district, (3) the superintendent, (4) the project director, (5) the year of the project, (6) the amount of the grant, (7) a description of the project, and (8) comments from various sources about the project. Also included is a supplement which contains a listing of phased-out projects and new fiscal year 1975 projects. (RC)

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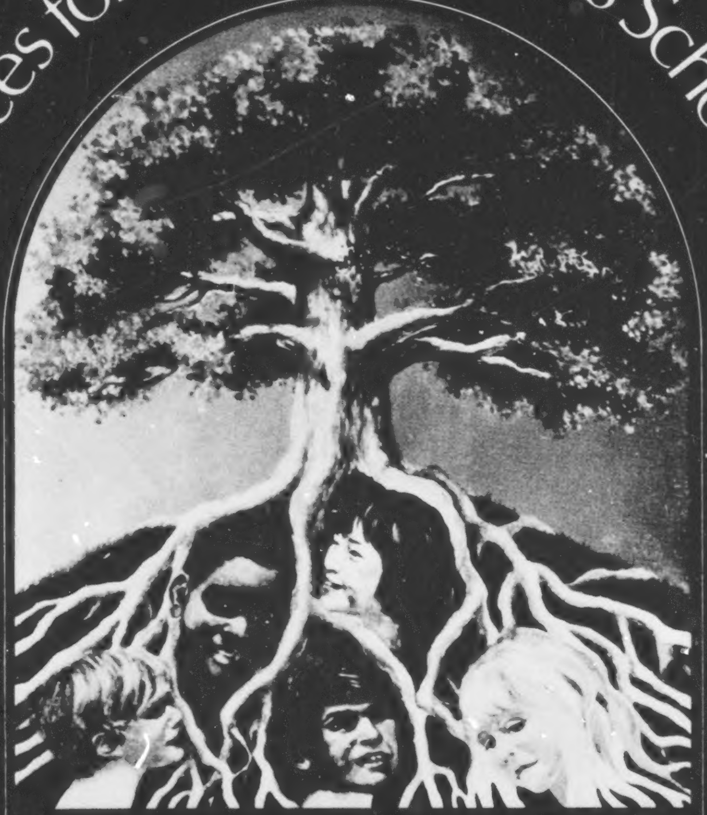
Forces for Change in Illinois Schools



Title III, ESEA

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> "Our progress as a Nation can be no better than our progress in education. Our requirements for world leadership, our hopes for economic growth and the demands of citizenship itself in an era such as this all requires the maximum development of every young American's capacity. The human mind is our fundamental resource."
>
> —**John F. Kennedy**

FOREWORD

Forces for change are constantly at work between man's subjective self and his objective world. Constantly man is forced to seek a balance between the two in order to further his growth and at the same time maintain enough of a foundation of past growth so that he is not thrown into chaos. In the center of these seeming opposites are our children—either the victims of our society where educational leaders are thwarted in their desire to apply wisdom to create a balance, or they become the fortunate recipients of expert leadership that encourages innovative growth and yet provides the structure of stability in order that it may happen.

At the present time, man has mechanized his world to the degree that he is in danger of sacrificing his aesthetic self for materialistic gain. Technology presssing in is forcing a corresponding growth of the humanistic element as a counter force. A balance between the two must be established.

This booklet contains, in part, the response of individuals and communities for innovative ideas in terms of specific projects with measurable results that are an attempt to maintain an even balance between traditions of the past and adaptations for the future. Title III, ESEA, funded projects are one answer to education's need to be

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TABLE OF CONTENTS

CURRICULUM AND INSTRUCTION

"COMMUNITY BILINGUAL EDUCATION CENTERS"
Chicago Board of Education—District 299 9

"PADERBORN LANGUAGE ARTS—READING CENTER"
Smithton Community Consolidated School District 130 10

"UNDERSTANDING: AN ENVIRONMENTAL STRUCTURE FOR EDUCATION" (P.I.E.)"
Quincy Unit District 172 11

"MATTESON FOUR-DIMENSIONAL READING PROJECT"
Matteson School District 162 12

"ST. ANNE READING MODEL"
St. Anne Community High School District 302 13

"ADAPTIVE, CORRECTIVE PHYSICAL EDUCATION PROGRAM"
Centralia High School District 200 14

"MODEL SCHOOL"
Elgin Public School District 46 15

"JUNIOR HIGH SCHOOL READING LABORATORY"
Urbana School District 116 16

"MULTI-GRADE HELPING RELATIONSHIP"
Chicago Board of Education—District 299 17

"LEARNING RESOURCE CENTER TO FACILITATE INDEPENDENT INTERDISCIPLINARY INQUIRY"
East Peoria Elementary School District 86 18

"CLOSING THE INTERMEDIATE GRADE ACHIEVEMENT GAP"
Chicago Board of Education—District 199 19

"IMPLEMENTING AN AFFECTIVE EDUCATION PROGRAM IN K-8 RURAL GRADE SCHOOL"
Giant City Community Consolidated School District 130 20

"AN INDIVIDUALIZED PROGRAM CORRELATING SUBSTANTIVE CONCEPTS WITH PROCESSES AND SKILLS IN SECONDARY SOCIAL STUDIES"
Roselle-Lake Park High School District 108 21

"INTRODUCTION OF THE METRIC SYSTEM INTO THE ELEMENTARY CURRICULUM"
Danville Community Consolidated District 118 22

"WINNING PUBLIC SUPPORT OF A DESEGREGATED SCHOOL SYSTEM"
South Holland—District 151 23

DROPOUT PREVENTION

"REDUCING SCHOOL DROPOUTS THROUGH ACHIEVEMENT MOTIVATION"
Rockford—Harlem Consolidated School District 122 26

"ACTION: DROPOUT PREVENTION THROUGH GROUP INTERACTION"
Mounds—Meridian School District 101 (Egyptian) 27

"PROJECT INVOLVEMENT"
Peoria Public School District 150 28

"PROJECT SUCCESS"
Cahokia Unit School District 187 29

"OPERATION IMPACT"
Chicago Board of Education—District 299 30

"COUNTERACTING THE DROPOUT PROGRAM"
Mendon Unit District 4 31

"AMERINDIAN CULTURE AND EDUCATION SKILLS AND COMMUNITY URBAN INDIAN VILLAGE CENTER"
Chicago Board of Education—District 299 32

"EAST ST. LOUIS URBAN ACADEMY"
East St. Louis School District 189 33

"PORT: HUMANISTIC DESIGN FOR DROPOUT PREVENTION"
Brookport Unit School District 38 34

"EAST WOODLAWN ACADEMY PROGRAM"
Chicago Board of Education—District 299 35

INSERVICE EDUCATION

"PRE-ALGEBRA DEVELOPMENT CENTER"
Chicago Board of Education—District 299 39

"POSITIVE ATTI[illegible]E TOWARD LEARNING"
Bethalto [illegible]mmunity Unit 8 40

"INDIVIDUALIZED INSTRUCTION TECHNIQUES FOR TEACHERS"
Crystal Lake Elementary School District 47 41

"AREA HIGH SCHOOL PREP CENTERS"
Chicago Board of Education—District 299 42

"TEACHER ORIENTED, TEACHER OPERATED TEACHER CENTER"
Glenview—Community Consolidated School District 34 43

MULTIPURPOSE CENTER

"EDUCATIONAL OPPORTUNITIES OF RURAL CONSOLIDATION"
Olympia Community Unit School District 16 47

PUPIL PERSONNEL SERVICES

"R.E.A.C.H."
Belleville Common School District 118 51

"EDUCATION BY CHOICE"
Quincy Unit District 172 52

"PROJECT CHILD—CHANGING HUMAN INTERESTS AND LEARNING DEVELOPMENT"
West Chicago Elementary School District 33 53

"PROJECT IMPACT—OPERATION OF THE HUMAN RESOURCES CONSORTIA"
Crete-Monee School District 201-U 54

"COOPERATIVE HELP IN LEARNING DEVELOPMENT"
Kankakee Public School District 111 55

"A HOLISTIC MILIEU APPROACH TO HIGH RISK STUDENTS"
Mattoon Community Unit 2 56

"STUDENT LEADERSHIP PROJECT TO DEVELOP AND TRAIN STUDENT HUMAN RELATIONS LEADERS IN A DESEGREGATED SETTING"
Park Forest School District 163 57

OUTDOOR AND ENVIRONMENTAL EDUCATION

"THE UPPER MISSISSIPPI RIVER ECO-CENTER"
Thomson Community Unit School District 301 61

SPECIAL EDUCATION

"MODEL EARLY INTERVENTION PRE-KINDERGARTEN PROGRAM"
Park Ridge-Maine Township High School District 207 65

"PROJECT SELL (STUDENT ENDOWMENT: LEARNING TO LIVE)"
Olmsted-Meridian Community Unit School District 101 66

"CURRICULUM DEMONSTRATION FOR THE TRAINABLE MENTALLY HANDICAPPED"
Murphysboro Unit District 186 67

"EARLY PREVENTION OF SCHOOL FAILURE"
Peotone Community Unit 207-U 68

"L.D. CLINICAL EDUCATION AND TRAINING CENTER"
Sparta Community Unit School District 140 69

"EARLY HELP: EDUCATIONAL DIAGNOSIS AND PRESCRIPTION"
Peoria Public School District 150 70

"PEER COUNSELING IN SPECIAL EDUCATION"
Libertyville Elementary District 70 71

"A MULTI-SENSORY APPROACH TO LEARNING DISABILITIES"
Lincoln Community High School District 404 72

"PRE-SHELTERED WORKSHOP AND COMMUNITY PLACEMENT PROGRAM"
Pontiac Consolidated School District 429 73

"COMPREHENSIVE TRAINING PROGRAM FOR RETARDATES"
LaGrange-Lyons Township High School District 204 74

"PARENTS AS RESPONSIBLE TEACHERS"
East Peoria Community High School District 309 75

CAREER EDUCATION

"PROJECT TRIDENT: A CONSUMER-CENTERED APPROACH TO CAREER EDUCATION"
Lincoln Community High School District 404 78

EARLY CHILDHOOD EDUCATION

"HOME BASE: AN EARLY CHILDHOOD EDUCATION MODEL"
Chicago Board of Education—District 199 82

DISCRETIONARY FUNDS OF U.S. COMMISSIONER OF EDUCATION

"UTILIZING INNOVATIVE MEDIA FOR PUPILS WITH COMMUNICATION DISORDERS"
Chicago Board of Education 84

"COMPREHENSIVE MENTAL HEALTH TRAINING IN A HEARING IMPAIRED PROGRAM"
Gurnee-Waukegan Special Education District of McHenry County—District 61 85

"HELP"
Herrin Community Unit District 4 86

"A SCHOOL-COMMUNITY PREVENTIVE INTERVENTION PROGRAM IN EARLY CHILDHOOD EDUCATION"
Evanston-Community Consolidated School District 65 87

"WOODSTOCK ENVIRONMENTAL EDUCATION PROJECT"
Community Unit School District 200 88

DISSEMINATION SERVICES Inside Back Cover

NOTE: Certain Title III, ESEA, projects will have blank spaces under the "Amount of Grant" section due to the uncertainty of their funding. All future grant awards are subject to rejection or negotiations prior to their approval.

Curriculum and Instruction

New teaching strategies and curricular improvements are being utilized through Title III, ESEA, at an increasing rate. Students that are attending schools in districts lacking adequate educational funds are given the opportunity, through Title III, ESEA, to assimilate new concepts of learning in their everyday curricula. The teacher is being utilized as a resource person, available to direct techniques involving independent inquiry by the students.

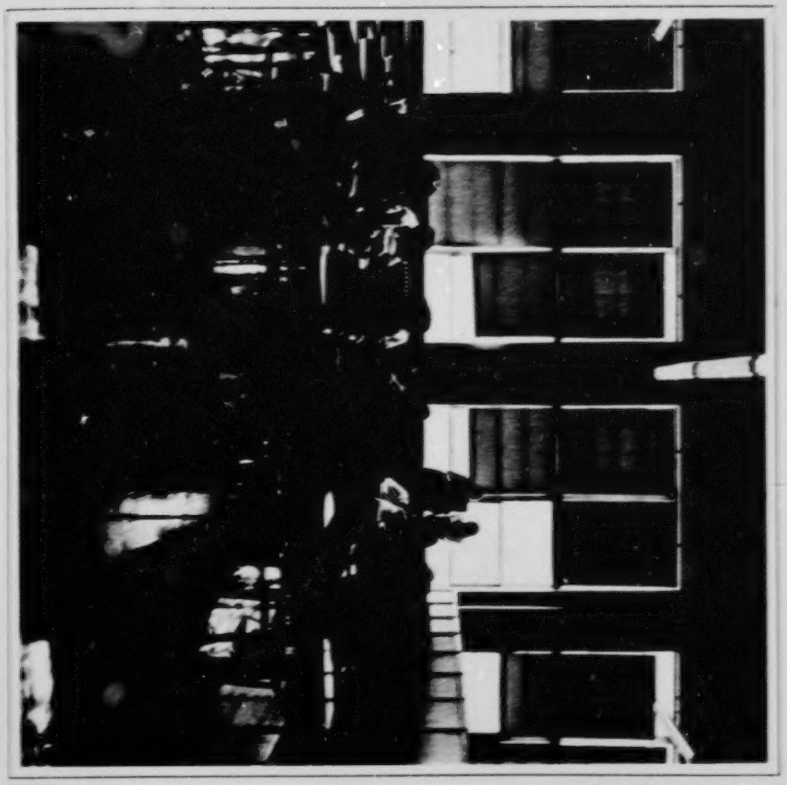
Society demands that education prepare its children to cope with the change around us, as well as participate in that change. It is hoped that by 1976 at least 50% of the schools in Illinois have implemented an individualized instructional curriculum, which initiates and encourages a new and greater interest by the students.

The planning process implemented by instruction experts has resulted in a stronger educational accountability system whereby answers are supplied to the basic questions of:

Where are we?
Where do we want to be?
What must be done to get there?
How will we do it?
After we have begun, how do we know how well we are doing?

The improved communication process ultimately benefits the students by providing greater avenues of personal advancement in the classroom through individualization of instruction.

The following projects exemplify the innovative methods that have been inserted into school instruction and curricula schedules.



Title of Project:	"COMMUNITY BILINGUAL EDUCATION CENTERS"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mr. Tony Perez 3316 South Ashland Avenue Chicago Illinois 60608 Phone: 312/847-7886 Mr. Eduardo Negron 1240 North Oakley Street Chicago, Illinois 60622 Phone: 312/486-3624
Year of Project:	3
Amount of Grant:	FY72/$300,000 FY73/$275,000 FY74/$250,000

Description:

Community Bilingual Education Centers have been established in two neighborhoods: one, predominantly Puerto Rican; the other, predominantly Mexican-American. The two centers include the following three components staffed by bilingual and bicultural personnel.

Each prekindergarten component has an enrollment of 60 children from three to five years of age and emphasizes Spanish and English language development and cultural enrichment experiences.

Each skills development component has a maximum enrollment of 160 students between the ages of 10 and 17. Individualized instruction and small groupings are used for language arts, communication skills, and mathematics.

Each Spanish language and culture component has classes to assist teenagers, parents, and other members of the community with occupational goals, appreciation of their native language and culture, and assimilation into the American mainstream culture.

A cultural resource facility unites the three components of the program and serves the needs of the prekindergarten and school-aged children, parents, and community members.

Staff Comments:

The parents exhibit an increased understanding of and interest in their children's health and safety.

There is a definite increase in the children's interest in learning as well as an increase in prereading skills.

Title of Project:	"PADERBORN LANGUAGE ARTS-READING CENTER"
Administrative District:	Smithton Community Consolidated School District 130 Smithton, Illinois 62285 St. Clair County—Region V
Superintendent:	Mr. Henry Mahat, P.O. Box 218 Smithton, Illinois 62285 Phone: 618/233-6863
Project Director:	Mr. William Davis Rural Route 3 Waterloo, Illinois 62298 Phone: 618/473-2215
Year of Project:	3
Amount of Grant:	FY72/$152,576 FY73/$138,128 FY74/$127,584

Description:

This project calls for the development of a Language Arts Reading Center with an instructional program designed to assist children who need help in language arts and reading. A training center containing facilities for participation in, and evaluation of, innovative teaching techniques is available to the teachers involved in this program.

The program expects to provide:

(1) inservice education for teachers,

(2) improvement of students' language arts-reading skills, and

(3) establishment of a demonstration center for Southern Illinois.

Constant inservice training sessions for the teachers will be conducted throughout the functioning of the program. The teachers establish individualized programs for their students which build enthusiasm in attending the Reading Center.

Evaluator Comments:

"It is my personal and professional opinion that the Title III, ESEA, Project has been an overwhelming benefit to the child who requires an additional and more individualized style of reading instruction."

"The Title III, ESEA, Project has helped the teachers individualize all the subjects they teach as well as reading."

"The attitude of the parents who have children in the Project seem very interested and grateful for the educational value of the Title III, ESEA, Project."

Title of Project:	"UNDERSTANDING: AN ENVIRONMENTAL STRUCTURE FOR EDUCATION: (P.I.E.)"
Administrative District:	Quincy Unit District 172 Quincy, Illinois 62301 Adams County—Region III
Superintendent:	Mr. William G. Alberts 1444 Main Street Quincy, Illinois 62301 Phone: 217/223-8700
Project Director:	Mr. Don Price 14th and Maine Streets Quincy, Illinois 62301 Phone: 217/222-3934
Year of Project:	3
Amount of Grant:	FY72/$188,535 FY73/$187,972 FY74/$202,446

Description:

The function of this project is to develop positive change in the affective behavior of the participants while also increasing achievement in the cognitive domain. The participants are students in the seventh, eighth, and ninth grades of the Quincy Junior High and the tenth, eleventh, and twelfth grades of the Quincy Senior High School. Each grade level has one hundred and fifty participants for a project total of nine hundred students. The project staff consists of thirty-six professionals and thirteen nonprofessionals.

The three major components of the project include instructional elements, field elements, and community elements. Activities will attempt to relate instruction to life and the community. An important consideration of the student's learning environment will be the emphasis placed on informal training experiences. The proposal has been constructed to provide positive growth in attitudes toward school, teachers, administrators, peers, social structure and climate, learning, and the Quincy Community. Curriculum will be functional and an integral part of each student's life.

Student Statements:

"P.I.E." has a way of drawing the student and the teacher closer together. Each student picks a "Teacher-Advisor" from among the teachers in the program with whom the student can talk over problems and conflicts. Many activities take place with the intention of learning something, but with the fun, excitement, and laughter that accompany the learning—it hardly seems like learning at all.

Title of Project:	"MATTESON FOUR-DIMENSIONAL READING PROJECT"
Administrative District:	Matteson School District 162 Matteson, Illinois Cook County—Region I
Superintendent:	Mr. J. Schlenker, Jr. 21244 Illinois Street Matteson, Illinois 60433 Phone: 312/748-0100
Project Director:	Dr. Susan Gross 21244 Illinois Street Matteson, Illinois 60443 Phone: 312/481-1061
Year of Project:	2
Amount of Grant:	FY73/ $144,123 FY74/ $125,600 FY75

Description:

This reading program involves the development and refinement of a computer-managed, individualized system involving students in grades 4 through 8. Utilization of the project is achieved through (1) refinement of the scope and sequence of the present reading program; (2) development of a set of individualized Learning Packages for each objective; (3) refinement of a material analysis system to provide relevant learning resources; and (4) development of a computer management format that monitors needs assessment, materials system, and evaluation of each student.

Evaluation will use a new concept of continuous assessment procedures in which a sample of students weekly receive a "mini" version of a Reading Achievement Test. The test scores will be stored in a computer. Individual reports will clearly display each student's progress in addition to group scores which will be accumulated and plotted graphically to obtain a growth curve in reading achievement.

Staff Comments:

Materials are available to the students' instructional level—not frustration level—making possible the further enjoyment of reading.

Techniques used in this program have guided teachers to re-define for themselves the concept of individualization, thus making them less afraid of it.

Title of Project:	"ST. ANNE READING MODEL"
Administrative District:	St. Anne Community High School District 302 St. Anne, Illinois 60964 Kankakee County—Region I
Superintendent:	Mr. Henry C. Slinker 650 West Guertin Street St. Anne, Illinois 60964 Phone: 815/427-8141
Project Director:	Mr. Patrick E. Welch 650 West Guertin Street St. Anne, Illinois 60964 Phone: 815/427-8141
Year of Project:	3
Amount of Grant:	FY72/$268,698 FY73/$253,623 FY74/$228,623

Description:

The purpose of this project is to develop and implement a model for an individualized reading program which will provide for curriculum reform, staff development and student motivation. Through involvement in the program, each student reading below grade level will increase his or her level of reading achievement and learning rate.

The individual student demonstrates improved study skills as measured by the amount of time spent on productive work in the Reading Lab, and the number and rate of completion of individualized learning models.

A study period is spent in the Reading Lab, 50 minutes every day, 4 days per week. The lab staff utilizes effective educational techniques including motivational (contingency) management, behavior modification, and individualizing of prescriptions.

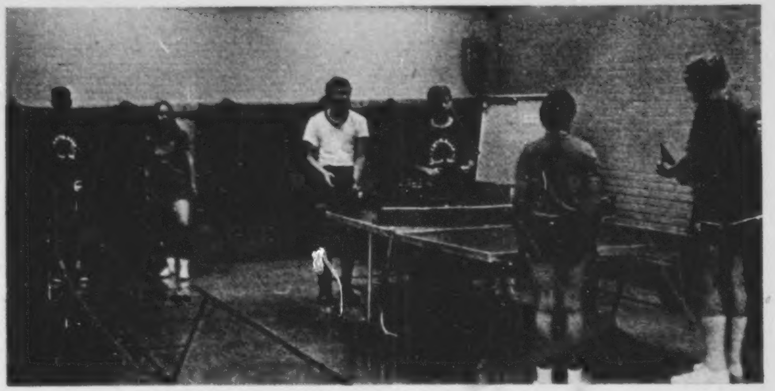
The program's design to establish a reading model for individualized reading allows the inclusion of curriculum review and modification, staff training, and student motivation plans, which results in a student managed reading program.

Teacher Talk:

The Title III program includes the advanced as well as the remedial students in a reading program designed to improve all students' reading ability. Students and teachers have the opportunity to use machines and other materials available to help the students' reading progress at their own rate.

Everything possible is being done to help all students improve their reading ability.

Title of Project:	"ADAPTIVE, CORRECTIVE PHYSICAL EDUCATION PROGRAM"
Administrative District:	Centralia High School District 200 Centralia, Illinois 62801 Marion County—Region VI
Superintendent:	Mr. Donald L. Woodard 1000 East Third Street Centralia, Illinois 62801 Phone: 618/532-7391
Project Director:	Mr. Jerry Wilson 1000 East Third Street Centralia, Illinois 62801 Phone: 618/532-7391
Year of Project:	3
Amount of Grant:	FY72/$36,823 FY73/$24,419 FY74/$24,002



Description:

The target population for this project includes those students whose family physician recommends them for limited or adaptive physical education, those EMH students whose poor motor skills and/or inability to comprehend make it impossible for them to integrate into the regular physical education program, and those students who, because of special psychological and sociological problems, need a highly individualized program of physical education.

One of the basic underlying philosophies of the program is that every student, regardless of his or her physical condition, should have the opportunity to take part daily in a period of exercise and recreation suited to his or her particular abilities and limitations. The program also enables the student to (1) overcome his/her physical deviation; (2) make positive gains in a self-image concept through development of skills as a result of his own accomplishment, (3) increase his/her repertoire of appropriate leisure sports and thus prepare for a fuller life, and (4) students will become more knowledgeable about their own competencies and limitations.

The most significant effect of the project is a program of daily physical activity and recreation to those students whose physical and/or mental limitations prohibit their participation in the regular program of physical education.

In addition to an individualized program of corrective and general exercise, recreational activities play a large part in the program. Students participate, within their limitations, in such activities as bowling, billiards, archery, tennis, darts, horseshoes, and modified versions of certain competitive games.

Student Statements:

"I couldn't be in a regular physical education class because of my handicap and if not for this program, I wouldn't have received any training of proper exercising and fitness, which is so important for the body. The exercises we do and the equipment we use are helpful in keeping physically fit. I've learned many new exercises some of which I even do daily at home. I really appreciate this course."

Title of Project:	"MODEL SCHOOL"
Administrative District:	Elgin Public School District 46 Elgin, Illinois 60120 Kane County—Region I
Superintendent:	Dr. Paul R. Lawrence 4 South Gifford Street Elgin, Illinois 60120 Phone: 312/741-6800
Project Director:	Mr. Thomas H. Dahlfors 4 South Gifford Street Elgin, Illinois 60120 Phone: 312/697-0986
Year of Project:	3
Amount of Grant:	FY72/$40,629 FY73/$229,320 FY74/$197,069

Description:

Teams of parents, educators, students and community representatives are used in planning and operating a "Model" School for seventh, eighth, and ninth grade students aimed at getting away from the traditional classroom building.

Specific objectives are: (1) planning for an individualized learning experience which will show student growth in the affective domain greater than that achieved in the existing school environment; (2) planning for individualized learning which will show student growth in the cognitive domain greater than that achieved in existing educational environment; and (3) a learning environment which will make intensive use of school, parent, and community participation in planning and operation. The Pupil Personnel staff members are a vital part of the learning environment.

The "Model" School hopes to reduce absenteeism by 25%, truancy by 75%, and discipline conferences will be reduced by 75%. The 300 students selected for participation in the project are representative of a total cross section of the school district.

Student Statements:

"I wanted to try it . . . first couple of weeks I didn't like it . . . but I tried it some more and now I like it."

"You aren't as restricted. People trust you more."

"I like calling teachers by their first name . . . it's like you know 'em more."

Title of Project:	"JUNIOR HIGH SCHOOL READING LABORATORY"
Administrative District:	Urbana School District 116 Urbana, Illinois 61801 Champaign County—Region IV
Superintendent:	Mr. Eugene Howard 1704 East Washington Urbana, Illinois 61801 Phone: 217/384-3636
Project Director:	Ms. Tommie Calhoun 1201 South Vine Street Urbana, Illinois 61801 Phone: 217/384-3568
Year of Project:	3
Amount of Grant:	FY72/$25,382 FY73/$15,575 FY74/$11,448

Description:

This project is designed to provide a highly individualized program for improving the reading skills of junior high students, whether they are reading at the first grade or twelfth grade reading levels. The major instructional objective of the program is that each student will close the gap between his present and potential level of reading achievement by 50% in one semester's time. After the student takes a diagnostic pretest to determine his present pattern of reading strengths and weaknesses, the reading teacher plans an individual contract, or plan of work, for each student. The student is assigned a number of different materials at his instructional level in which he has certain goals to reach.

In addition to working individually to complete his learning goals on his monthly contract, the student works in small groups at least three times each week. These small groups of students with similar instructional needs work under the guidance of a teacher's aide with various audio-visual programs designed to improve specific reading, listening, and thinking skills.

All seventh graders who do not take a foreign language are automatically scheduled into the Reading Lab, plus some additional seventh, eighth, and ninth graders who take it either as an elective or in place of the regular English class.

Student Statements:

"I think the reading lab is good because it raised my reading level up five years in a period of two years. And it also got me to read a lot faster."

Title of Project:	"MULTI-GRADE HELPING RELATIONSHIP"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County —Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Ms. Chesna C. Weisberg 630 East 131st Street Chicago, Illinois 60627 Phone: 312/785-2767
Year of Project:	2
Amount of Grant:	FY73/ $65,890 FY74/ $65,401

Description:

This program displays a multi-grade helping relationship with disadvantaged children in this district.

Sixth grade rooms will combine with third grade rooms and, using a partner relationship, the older children will work with the younger ones on carefully structured tasks. This goes beyond a simple remedial tutoring relationship in that they will work together on other major subject matter units and projects as well as in skill development, both as partners and groups of partners.

Since instructional material and methods will have to be designed especially for this multi-grade, tutor-tutee relationship, teachers will require intensive inservice in order to develop the abilities needed to work successfully within this type of organization.

By developing this partnership between children, we hope to supply a quality sibling relationship; a one-to-one learning situation that is a regular part of an advantaged environment. It is hoped that through this supportive relationship, motivation for learning will increase with resultant gains in achievement.

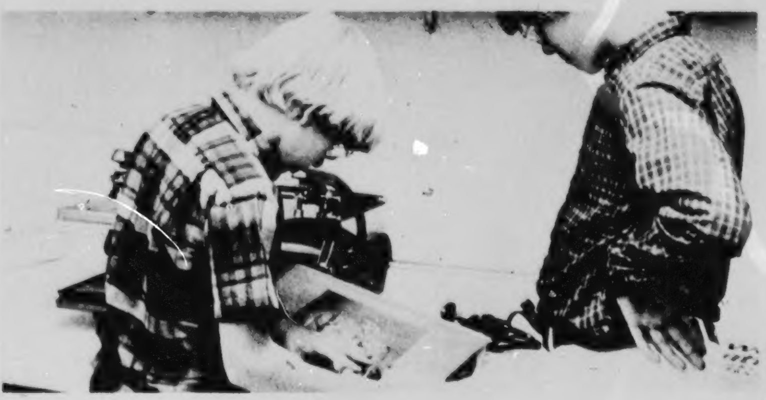
Student Statements:

"Last year, I skipped all the time because there was nothing to do and no one to talk to . . . I only skipped once this year," said a student who felt the program provided a new interest in coming to school.

A student in another school said her group had accomplished a mixing of students from the school's "defined cliques." "We found what we had in common as people."

For one student it was very important just to be able to speak in a group.

Title of Project:	"LEARNING RESOURCE CENTER TO FACILITATE INDEPENDENT INTERDISCIPLINARY INQUIRY"
Administrative District:	East Peoria Elementary School District 86 East Peoria, Illinois 61611 Tazewell County—Region III
Superintendent:	Mr. John Duchien 601 East Washington Street East Peoria, Illinois 61611 Phone: 309/699-7228
Project Director:	Ms. Barbara Marine 601 East Washington Street East Peoria, Illinois 61611 Phone: 309/694-3014
Year of Project:	2
Amount of Grant:	FY73/ $60,286 FY74/ $53,300 FY75



Description:

The idea of learning as a continuous process is developed through interdisciplinary, inquiry teaching. Within the framework of this program, the student develops an understanding and ability to use the independent inquiry process to the extent possible for him. This technique builds within the student the self-esteem and self-reliance necesaary to function in an independent manner. As the student becomes involved in the program, learning becomes a personal process in which the student is accountable for his choices and responsible for their outcome.

Interdisciplinary teaching provides for the student the crossing disciplines in which the child gains an awareness that all learning is interrelated. With this in mind, teachers interweave the various curriculum areas to guide the student in his search for knowledge.

Students are better equipped for life if they possess the skills needed for searching out answers rather than a pool of facts. The program offers research and reference skills on an individualized basis beginning at the primary level and progressing through junior high school.

Individualized research units to promote inquiry techniques may originate with the teacher or the student. These independent investigations culminate in a project in the media choice of the student: oral, written, dramatic, tape, or photographic exhibit.

Educational emphasis within the district is expanded from a textbook classroom concept, to a building-wide educational resource center. Emphasis is on "how to learn" rather than "what must be taught."

Student Statements:

"When I first heard about this program, I wasn't sure about how I would be able to learn using other materials besides books. Then, after we got into this program, I found that I could benefit more from using this type of procedure."

"I really feel that with the use of this program I can learn more in less time than in the past."

Title of Project:	"CLOSING THE INTERMEDIATE GRADE ACHIEVEMENT GAP"
Administrative District:	Chicago Board of Education District 299 Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Ms. Catherine A. Butkovich 1233 West 109th Street Chicago, Illinois 60643 Phone: 312/779-2880
Year of Grant:	1
Amount of Grant:	FY74/ $69,112

Description:

This project seeks to counteract the intermediate grade achievement lag at its onset and concurrently to widen the horizons of the children beyond their immediate environment. Normal learning experiences for the children are frustrating and result in feelings of inadequacy, lack of motivation, and poor preparation. Eventually, many of the children either drop out of school or develop a defeatist attitude.

Resources of the school and community are combined to provide a purposeful approach toward a resolution of the dual interrelated obstacles of lowered achievement and limited outlook.

The program extends the experiential background of the pupil through the utilization of the educational and cultural resources and personnel of the community. Approximately half of the target group are participating in a variety of community-oriented activities, the remaining pupils will receive intensive individualized academic instruction. Subsequent functional regroupings of pupils will provide for every pupil to participate in the dual basic components of the program.

Bates School pupils are segregated by socioeconomic status as well as skin color, and the restriction of activities to their residential area hinders their development and understanding of the larger complex community in the contemporary society of which they are a part.

Teacher Talk:

During the planning stages I was interested. Now that the project is underway, I am more enthusiastic and I know the other teachers involved share the same feeling. It is gratifying even in these early stages to witness the excitement of the children and their parents.

Title of Project:	"IMPLEMENTING AN AFFECTIVE EDUCATION PROGRAM IN K-8 RURAL GRADE SCHOOL"
Administrative District:	Giant City Community Consolidated School District 130 Carbondale, Illinois 62901 Jackson County—Region I
Superintendent:	Mr. George J. Kuhn Route 1 Carbondale, Illinois 62901 Phone: 618/457-5391
Project Director:	Ms. Bonnie Trafton Giant City Community Consolidated District 130 Rural Route 1 Carbondale, Illinois 62901 Phone: 618/457-7023
Year of Project:	1
Amount of Grant:	FY74/$56,482

Description:

The purpose of the proposed project is to develop and implement an effective education program focusing on five major goals: (1) self-esteem, (2) creativity, (3) values, (4) feelings, and (5) attitude toward learning.

These goals are to be realized through three major types of activities:
1) Classroom activities for students;
2) A teacher education program to develop new classroom curricula relevant to project goals;
3) A parent education program consisting of bi-monthly meetings and newsletters.

Some of the project activities will be adapted from other programs currently in operation, but the majority will be innovative activities designed by the project teaching staff.

A major thrust of the program is the dissemination of project activities to each Southern Illinois grade school.

Teacher Talk:

Students are given the opportunity for creative expression in art, drama and music, plus group activities, which allows free expression and awareness of their own values as well as those of others.

Title of Project:	"AN INDIVIDUALIZED PROGRAM CORRELATING SUBSTANTIVE CONCEPTS WITH PROCESSES AND SKILLS IN SECONDARY SOCIAL STUDIES"
Administrative District:	Lake Park High School District 108 Roselle, Illinois 60172 DuPage County—Region I
Superintendent:	Mr. Carl Forrester 6N600 Medinah Road Roselle, Illinois 60172 Phone: 312/529-4500
Project Director:	Mr. C. Fred Risinger 6N600 Medinah Road Roselle, Illinois 60172 Phone: 312/529-4500
Year of Project:	1
Amount of Grant:	FY74/$75,125 FY75 FY76

Description:

The purpose of this project is to specify and delineate the major substantive concepts of the social studies and to correlate them with the major processes and skills used in the behavioral sciences. Further, to develop an individualized instructional program in the social studies which could be implemented in an "open-space" school environment. This instructional program design would include:
(a) development of individual activities designed to meet the needs and abilities of all learners;
(b) identification and selection of materials necessary for effective individualization of instruction;
(c) behavior modification of professional and paraprofessional staff to provide individualization of instruction; and
(d) development of evaluative techniques and instruments to assess both student achievement and attitudes and instructional effectiveness.

Teacher Talk:

"The results of the Title III project should be beneficial not only for the classroom but also for further stimulating research into individualization of different schools' social study curriculum. The classroom application of the individualized packets written under the Title III project will prove helpful for all students, not just for selected gifted pupils."

Title of Project:	"INTRODUCTION OF THE METRIC SYSTEM IN THE ELEMENTARY CURRICULUM"
Administrative District:	Danville Community Consolidated School District 118 Danville, Illinois 61832 Vermilion County—Region IV
Superintendent:	Mr. David Radcliff 516 North Jackson Street Danville, Illinois 61832 Phone: 217/443-2900
Project Director:	Mr. Larry Roderick 516 North Jackson Street Danville, Illinois 61832 Phone: 217/443-2900
Year of Project:	1
Amount of Grant:	FY74/$5,813 FY75 FY76

BEGIN
Kilometer

Description:

The intent of this project is to conduct pilot programs in the metric system in order to investigate materials, develop teaching techniques and strategies, and prepare the district for the future implementation of the metric system into the math curriculum.

During the first year an experimental fifth grade class will participate in learning the metric system. The following phase of this project will incorporate two additional grade levels from the same school into the program.

The district hopes to phase this program into each of the other elementary school buildings upon its termination under Title III, ESEA.

Utilization of the districts cable TV facilities will provide visual records of classroom activities to be used for inservice training at other attendance centers.

Principal's Perceptions:

This is an opportunity for the students to experience metrics rather than being told about it. Metrics is something "we are going to use" and it is vital information that will be part of a student's formal education. Considerable time will be devoted to promote the program to the children and parents prior to actual teaching/learning experiences.

Title of Project:	"WINNING PUBLIC SUPPORT OF A DESEGREGATED SCHOOL SYSTEM"
Administrative District:	District 151 South Holland, Illinois 60473 Cook County—Region I
Superintendent:	Dr. Thomas E. Van Dan 16001 Minerva South Holland, Illinois 60473 Phone: 312/339-1516
Project Director:	Ms. Mary Jo Fox Einstein School 16001 Minerva Avenue South Holland, Illinois 60473 Phone: 312/339-5023
Year of Project:	1
Amount of Grant:	FY74/$91,697 FY75 FY76

Description:

This project seeks to stabilize the public, private, and parochial school systems and maintain the educational opportunities now offered to the integregated student bodies presently enrolled in school district 151. A main objective of the program is to discover the means and methods of gaining black and white community support and implement the findings into an effective work schedule.

The district now provides equal educational opportunities to all its culturally diverse students, and individualizes skill mastery specifically in reading and mathematics in an ungraded school atmosphere that promotes and develops self-worth, positive attitude toward learning, creativity, and the appreciation for, and a positive attitude toward, all persons and cultures essential to citizenship and democracy.

Teacher Talk:

A community survey and advisory committee provide the basis for this program. According to Jessica Buckner, master teacher in Coolidge School, the program has great value. "We need the survey to determine if we are meeting the educational needs of the community," she said.

Dropout Prevention

The large number of Title III, ESEA, dropout proposals received last December by the Office of the Superintendent of Public Instruction is indicative of the high priority given to this problem by many school districts of the state. A few years ago, a young person could leave school, find a job, and become an adult; today, he quickly finds he is not wanted by industry. In 1963, President John F. Kennedy was sufficiently concerned about the problem to bring it to the attention of Congress and the American people in his State of the Union Message: "The loss of only one year's income due to unemployment is more than the total cost of twelve years of education through high school. Failure to improve educational performance is thus not only poor social policy, it is poor economics."

Contrary to popular impression, the high school dropout rate is declining nationally. Three students out of four now finish high school; in 1929, three out of four did not go beyond the eighth grade. The dropout projects funded by Title III, ESEA, in Illinois indicate that this State joins in the national effort to hold students in schools by adopting new approaches to students, teaching, and curriculum.

Title of Project:	"REDUCING SCHOOL DROPOUTS THROUGH ACHIEVEMENT MOTIVATION"
Administrative District:	Harlem Consolidated School District 122 Rockford, Illinois 61101 Winnebago County—Region II
Superintendent:	Dr. Jack Wilt 8605 North Second Street Rockford, Illinois 61101 Phone: 815/633-2303
Project Director:	Mr. B. Wayne Musholt 8605 North Second Street Rockford, Illinois 61101 Phone: 815/633-2303
Year of Project:	3
Amount of Grant:	FY72/$124,954 FY73/$122,397 FY74/$121,220

Description:

This dropout prevention program provides 2,200 middle school students with teacher-led circle discussions of topics dealing with adolescent development and the necessity for students being concerned about the future. The program consists of a highly flexible set of techniques that teachers can use to intervene in the problems of negative self-concept, anti-social behavior, drifting, apathy, and academic underachievement.

The program concerns are dealt with as topics in circle discussions during the homeroom period. On an alternate day basis, each student participates in a group discussion with fifteen fellow students and a teacher, discussing specific topics related to adolescent concerns. The circle discussions are facilitated by teachers carefully trained for leading discourses. The training is provided by project personnel and project consultants in workshops prior to the opening of school. Periodically throughout the year, inservice workshops are conducted to assist teachers in "tooling up" for future discussions.

Student Statements:

"When I first started having circles I was really scared to let out my feelings. But I found out that no one criticizes you in the circle, so it's OK to say what you feel. Also, since there are no grades in the circle, people seem to speak up more than they would otherwise."

"I feel these activities have helped bring out the true me. I enjoy circles because I have found this to be a place where everyone will try to understand me, and I have found it easier to understand and accept other people, as well as myself."

Title of Project:	"ACTION: DROPOUT PREVENTION THROUGH GROUP INTERACTION"
Administrative District:	Meridian School District 101 (Egyptian) Mounds, Illinois 62964 Pulaski County—Region VI
Superintendent:	Mr. Edmond G. Bridewell Box 79D Mounds, Illinois 62964 Phone: 618/745-9415
Project Director:	Mr. Gary Whitledge 116 First Street Mounds, Illinois 62964 Phone: 618/745-6430
Year of Project:	2
Amount of Current Grant:	FY73/$147,000 FY74/$126,817 FY75

Description:

This project funded in the Meridian and Egyptian School Districts is designed to reduce the dropout rate in those school districts by 25% over a three-year period.

Group interaction is used to attack the personal, educational, and social problems and frustrations of youth which frequently lead to their dropping out of school if the tensions are not relieved in some way.

Another important aspect of this project is group counseling with parents. In an effort to obtain maximum cooperation from parents, the use of two motor homes as counseling offices is utilized. The project staff works with students and school personnel, and also goes into the home communities during evening hours to work with parents. This mobility of the guidance services permits the schools to develop a more positive relationship to the potential dropouts and their parents. In addition to the counselors working with students, parents, and school personnel, the services of a vocational counselor play a very important role in the project. This person is in constant contact with students, business, and industry in an effort to find job placements for students who must work in order to remain in school.

The primary goal of the project is to reduce the dropout rate by a minimum of 25% over a three-year period.

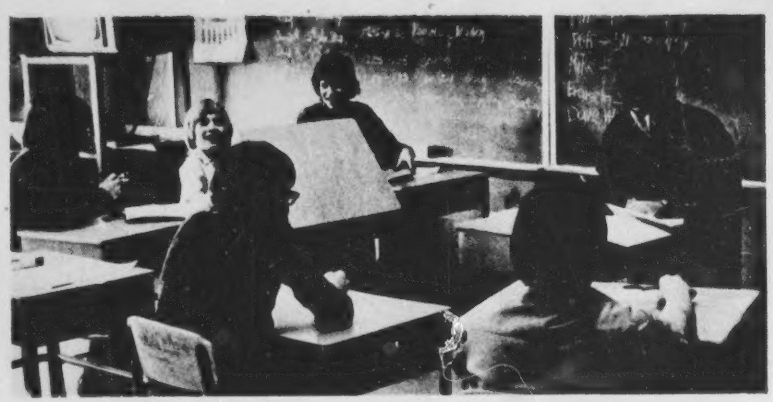
Student Statements:

"My sophomore year I became a member of a rap session group in the van. If you have a problem, you can talk it over with the group counselor. You can talk over problems of the world or whatever is on your mind. You can feel free to say what you think. Rap sessions are what's happening."

"Rap sessions have helped me to understand myself and my fellow man."

"Just think, if it weren't for Project ACTION there would be no action for some."

Title of Project:	"PROJECT INVOLVEMENT"
Administrative District:	Peoria Public School District 150 Peoria, Illinois 61603 Peoria County—Region III
Superintendent:	Dr. Claude E. Norcross 3202 North Wisconsin Peoria, Illinois 61603 Phone: 309/672-6512
Year of Project:	2
Amount of Grant:	FY73/$191,005 FY74/$186,366 FY75



Description:

"Project Involvement" is a behaviorally oriented, educational project designed to discover effective methods of eliminating disruptive behavior exhibited by maladjusted children in Grades K-8. The primary objective is the elimination of disruptive behavior problems exhibited by maladjusted children in order to prevent truancy, suspension, and expulsion of this type of population.

Three schools from a cross section of schools in the District 150 area serve as target schools for the implementation of the project. Each school utilizes a multifaceted approach, i.e., social work intervention only, special placement class only, and a comprehensive approach utilizing both the social work intervention plus the special placement classroom. Three additional schools serve as controls for the experimental approaches used in the three target schools.

The project staff, consisting of teachers, psychologists, social workers and paraprofessionals, work intensely with the selected student population, as well as the parents, at the child's regular school in order to eliminate the need for special placement outside the regular school.

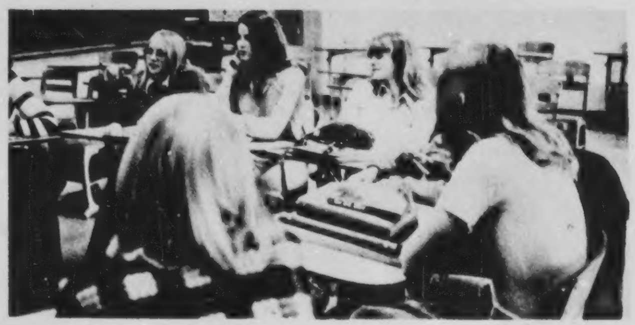
Inservice training for project and regular school staff is conducted to prepare the staff with methods and techniques for handling classroom disruptive, maladjusted children. Dr. William Gnagey, a nationally recognized authority in classroom discipline, and Dr. Don Schmidt, a diplomat in clinical psychology, provide much of the inservices chemotherapy.

Teacher Talk:

Project Involvement is an innovative team effort to solve some of the problems surrounding the education of children found to be disruptive in the mainstream of education. "The teacher is mainly interested in how the child functions in a classroom atmosphere and how to bring the child to grips with the classroom environment."

"Many people have spent many hours doing many things for many children."

Title of Project:	"PROJECT SUCCESS"
	Cahokia Unit School District 187 Cahokia, Illinois 62206 St. Clair County—Region V
Suprintendent:	Mr. Noah Neace 1700 Jerome Lane Cahokia, Illinois 62206 Phone: 618/332-1333
Project Director:	Mr. Robert Feazel 1700 Jerome Lane Cahokia, Illinois 62206 Phone: 618/332-1333
Year of Project:	
Amount of Grant:	FY72/ $31,895 FY73/ $36,758 FY74/ $26,235



Description:

This proposal represents an attempt to combat one of the chief causes of school dropouts—apathetic home environment.

It proposes that five two-person community action teams be selected from educators, guidance counselors, social workers, juvenile officers, lay persons, and others to be organized to go out into the community during evening hours to visit parents of potential dropouts and their sons or daughters. In each instance, team efforts would be directed toward building better relations between the home and the school by making the parents aware of the opportunities available to their youngsters in school. Composition of each team would be flexible and would be determined by the needs of the particular home being visited. A project director and a secretary would schedule and coordinate the team visits.

The main thrust of this project will be follow-up activities in the home and school. Follow-up activities include additional visits to the home when needed and a series of Saturday or evening programs held at schools in the districts for the purpose of aiding parents in the area of child development and education.

Student Statements:

"I think Project Success is really super cool." "It has helped me to understand myself and how to think positive . . ."

"I think the Project is a good way to get kids interested in coming to school." "I think that it would get more kids interested in coming to school and gets the idea of quitting out of their minds."

Title of Project:	"OPERATION IMPACT"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mr. Thomas Webb 6800 South Stewart Street Chicago, Illinois 60621 Phone: 312/651-3069
Year of Project:	2
Amount of Grant:	FY73/$135,000 FY74/$133,000 FY75

Description:

Operation Impact is an out-of-school dropout prevention and rehabilitation program which will serve seventh and eighth grade males from the Yale and Low upper grade centers who are potential dropouts. Public high school students who were potential dropouts have participated in the pilot version of this program and now assist newcomers involved in program activities.

The program aims to improve the attitudes and self-image of the pupils who lack positive motivation. The resources of their community will be utilized, to overcome the negative attitudes of these pupils, and special emphasis will be given to the importance of a constructive and healthy relationship with the family.

Yale and Low Schools are located in the inner city Chicago community of Englewood which is densely populated, gang-ridden, and impoverished. The truancy/dropout rate here increased considerably during 1969–1970.

The objectives of this program are: (1) The students will raise their average reading vocabulary and comprehension skills and arithmetic computational skills by one month for every month in the program. (2) The students will exhibit improved attitudes toward the school, their teachers, and themselves as measured by tests of student attitudes and opinions, and related data on truancy, attendance, dropout rates, and vandalism. (3) The parents will become more actively involved in guiding the students in their academic and social development. (4) The students will demonstrate that they understand credit, savings, and basic business practices by saving money, operating a business, and paying their credit accounts.

Staff Comments:

Bank and credit accounts were started for students involved in this program's summer phase. The economic program provides basic business practices for the pupils

Attendance has been very high. The individualized nature of the program appears to give the students a greater sense of security.

Title of Project:	"COUNTERACTING THE DROPOUT PROBLEM"
Administrative District:	Unit District 4 Mendon, Illinois 62351 Adams County—Region III
Superintendent:	Mr. Robert Formanak Unit District 4 Mendon, Illinois 62351 Phone: 217/936-2111
Project Director:	Mr. Ralph Payne Unit District 4 Mendon, Illinois 62351 Phone: 217/936-2111
Year of Project:	3
Amount of Grant:	FY72/$7,018 FY73/$6,414 FY74/$6,784

Description:

Unity's dropout project was conceived with two definite and fundamental purposes: (1) to endeavor to keep the potential dropout in school until he/she has completed sufficient requirements to attain a diploma and (2) reach as many dropouts as possible with plans suited to personal situations which would all result in formal recognition of completion of high school work. The school saw this as having an immediate social and economic benefit to the young people and a long-range socioeconomic benefit in the community.

Unity has sought to accomplish these objectives in some practical ways. Personal contact of both the potential and the actual dropout has been primary in bringing all the school's services to bear upon the problems. Home visitations during summer months, conferences and aid at the school outside of school hours, and the telephone itself have all assisted in accomplishing this goal.

The contact with these young people who have problems has also been used as valuable information in making curriculum decisions, for so often it is the physical barrier of needing course credit which is difficult to obtain because of offerings which causes a young person to leave school. The result has been increased offerings in vocational areas, revision of the English curriculum, much more work in special education, and increased teacher-awareness of the total dropout attitude. Services are available to the dropout, the home-bound pregnant girl, the more mature dropout through adult education, and the young people who have serious problems which keep them out of the structured classroom but who want a diploma.

The program is based on the premise that taking preventive measures with potential dropouts at an early stage of their development will result in a significant reduction in percentage of dropouts. This may increase the percentage of students achieving a high school education and diploma.

Student Statements:

Because of the Unity High summer dropout program, I was able to get my high school diploma. The counselors supervised my correspondence credit in English III after I had failed this course twice in the school.

My talks with Mr. Arnold the past 3 years have helped me in any problems in staying in school.

I dropped out of Unity in my senior year to work at Motorola. Through the help of the counselors, I returned to Unity and received my diploma this year.

Title of Project:	"AMERINDIAN CULTURE AND EDUCATION SKILLS AND COMMUNITY URBAN INDIAN VILLAGE CENTER"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Miss Lucille St. Germaine Little Big Horn School 919 West Barry Chicago, Illinois 60657 Phone: 312/281-4067
Year of Project:	3
Amount of Grant:	FY72/ $244,400 FY73/ $226,572 FY74/ $225,072

Description:

This project is expected to contribute substantially to educational improvement and dissemination of American Indian culture and skills; as well as the development of early childhood, parent participation, and family services in an American Indian cultural setting.

Major objectives of the program involve the elimination of feelings of prejudice, frustration, and anger among the American Indians, and develop empathy for an understanding of the Indian and his relationship to the Urban Culture.

Mental health and social workers will participate in the inservice training of teachers, administrators, and paraprofessionals who then attempt to remedy pupils' academic difficulties.

Classroom work in language arts, social studies, mathematics, and science is supplemented by activities related to American Indian cultures.

Specialized programs are developed and special services such as outdoor camping, cultural enrichment field trips, food programs, neighborhood youth corps, and cooperative work training are utilized to expand school into the community.

Student Statements:

"To be a native American in a public school is a hard thing." "To be forced to go to a regular public high school is asking too much from an American Indian."

"In our school, the Little Big Horn, we can practice our right to speak freely." "We learn to cope with the white man's world yet we keep our own identity."

Title of Project:	"EAST ST. LOUIS URBAN ACADEMY"
Administrative District:	East St. Louis School District 189 East St. Louis, Illinois 62201 St. Clair County—Region V
Superintendent:	Mr. William E. Mason 240 North Sixth Street East St. Louis, Illinois 62201 Phone: 618/875-8800
Project Director:	Ms. Dolores Perry 900 Martin Luther King Drive East St. Louis, Illinois 62201 Phone: 618/274-3515
Year of Project:	2
Amount of Grant:	FY73/$287,183 FY74/$188,749 FY75

Description:

The East St. Louis Urban Academy is a comprehensive 3-year project to demonstrate a process for redirecting the educational systems to the needs of urban students in kindergarten through junior high school. The project is based upon intensive staff retraining and use of community (non-credit) persons on education teams.

The major goal is to develop, maintain, and demonstrate a student-centered learning environment which is responsive to the changing educational needs of urban youth.

The project also works at: (1) helping the student become increasingly able to manage his own education; (2) helping the staff realize it, professionally; (3) actively including the community in the educational process; and (4) providing school-related services to the community.

The teacher and students developed a merit system as a technique for reducing disruptive behavior. Positive reinforcement techniques will be utilized for behavior modifications, and parent/student conferences are arranged to share or discuss any academic or behavior problems.

Evaluator Comments:

Most significant is the indication of pride on the part of pupils and teachers alike.

There is no single factor which led to the sudden interest and acceptance of the concept, but certainly multiple efforts paid dividends.

Title of Project:	"PORT: HUMANISTIC DESIGN FOR DROPOUT PREVENTION"
Administrative District:	Brookport Unit School District 38 Brookport, Illinois 62910 Massac County—Region VI
Superintendent:	Mr. James Lawrence Fourth and Crockett Street Brookport, Illinois 62910 Phone: 618/564-2482
Project Director:	Ms. Shirley Menendez Fourth and Crockett Street Brookport, Illinois 62910 Phone: 618/564-2172
Year of Project:	3
Amount of Grant:	FY72/$123,995 FY73/$117,218 FY74/$115,050

Description:

This behavioral-science oriented, educational project is designed to attack the personal, social, and educational problems of youth whose previous record of problems and frustrations indicate high dropout potential. Facilitating the development of a more positive and accurate self-concept for students is the primary task of "Project Port."

Planning for successful experiences for students via group and individual interaction and through individualization of instruction is the strategy for accomplishing the project's task.

The major undertaking of the project is the coordination of home and school interactional opportunities, interpersonal relationships, and improved behavioral patterns to stimulate more desirable pupil performance in a personal, social, and educational manner.

New procedures instituted in the program will involve modular scheduling, independent selection and study, and individualized prescribed instruction. These techniques will involve Group Counseling, Self-Motivation Seminars, Individual Counseling, Teacher Inservice Training, Development of a Media Center, and Curriculum Reform.

Student Statements:

"Title III, ESEA, came to our school when I was a sophomore. Since then the school has become many times better than before. School is now enjoyable. I have acquired a desire to learn and make something of myself, all because of their help and consideration. One member, Mrs. Shirley Menendez, teaches me chemistry in her spare time. A subject I otherwise would not be able to take."

"Title III, ESEA, was well worth the money. I wish it could be here when my fourth grade brother reaches high school."

Title of Project:	"EAST WOODLAWN ACADEMY PROGRAM"
Administrative District:	Chicago Board of Education 228 North LaSalle Street Chicago, Illinois 60601
Superintendent:	Dr. James F. Redmond 228North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mr. Julius D. Newborn 6434 South University Avenue Chicago, Illinois 60637 Phone: 312/324-2523
Year of Project:	3
Amount of Grant:	FY72/$202,593 FY73/$196,938 FY74/$194,938

Description:

This program funded in the East Woodlawn Community of the City of Chicago Public School District 14 is an innovative, learner-centered, educational program designed to prevent school dropouts and help reduce delinquency at the elementary school level. The program services potential male dropout students between the ages of twelve and sixteen whose problems are chronic absenteeism, severe lack of discipline, and overage nonpromotions.

The educational and instructional concept of the program embraces three major tenets: (1) nongradeness, (2) individualization, and (3) personalization.

Critical education needs, as defined by the East Woodlawn Academy Program, are: (1) to sustain improved achievement beyond the primary grades; (2) to diminish and/or eliminate hostility and violence among peers; (3) to create a positive self-concept; (4) to reduce the feeling of alienation; (5) to increase the sense of power over one's destiny; (6) to broaden the finite set of knowledge; (7) to enlarge the sense of community; (8) to eliminate dropouts; (9) to provide a learning atmosphere more adequately suitable for all the students; and (10) to provide an alternative program for male students with problems.

The East Woodlawn Academy has a commitment of follow-up to its students after they have been recommended for return to a regular school program, and to make available data and recommendations, based upon what has been learned through programming, methodology, and content to teachers in other schools in the district.

Student Statements:

The Academy is a much better school than the one previously attended. The teachers are the biggest difference—they really try to help more by taking time to explain things. They broke down subject matter in ways so that it could really be understood.

Inservice Education

As the introduction of each of the previous sections indicates, the need for inservice education appears to be a common thread running throughout all Title III, ESEA, projects.

In many projects, teachers are receiving the opportunity for the first time to make their professional judgments known. The fact that teachers' suggestions for curricular innovations have been listened to and implemented has increased teacher status. In many cases, Title III, ESEA, has provided a way for the outstanding, idea-filled teacher to "move up" without leaving the classroom.

Secondly, Title III, ESEA, activities have assisted teachers in becoming continuous students of the teaching-learning art. Teachers involved in a number of projects are becoming proficient in the analysis of their own teaching by using such tools as the Flanders Model for Interaction Analysis, the CERLI matrix, and others. In this way, they can examine their own teaching and the interaction they have with their students with a view toward improving their skills in asking questions, eliciting student-initiated ideas.

One of the chief benefits of Title III, ESEA, activity in the area of inservice education is that teachers' opinions are being heard. In addition, teachers can sit down with educational diagnosticians and specialists to discuss, on an equal basis, ways of improving their teaching. The excitement engendered by the inservice education projects is evident as one observes the willingness of teachers across the State to spend evenings, Saturdays, and summers in order to improve their competence, to give assistance to their colleagues, and to participate in planning exciting innovations.

At the first glance, it would appear that Title III, ESEA, projects dealing with inservice education reach only the teachers. However, through improved teaching strategies and techniques, exciting developments such as independent learning centers, individualized instruction, and team teaching, thousands of boys and girls across the State are receiving the benefits of the better classroom application of accepted research.

Title of Project:	"PRE-ALGEBRA DEVELOPMENT CENTER"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mrs. Dorothy Strong Board of Education Area A 1750 aast 71st Street Chicago, Illinois 60601 Phone: 312/955-0600
Year of Project:	3
Amount of Grant:	FY72/$66,032 FY73/$64,256 FY74/$64,256

Description:

The Pre-Algebra Centers interlock mathematics laboratory experiences, regular classroom instruction, diagnosis and remediation (LCD Technique) plus individualized reading curricula.

Underachieving eighth grade graduates correct mathematics and reading deficiencies through 8 weeks of intensive involvement in a three-phased math-program (LCD Technique) coupled with an individualized reading program.

Concurrently, an individualized teacher training program is conducted as a part of each Center. Pre-Algebra trained teachers will cover the summer school classes of participants by conducting an enriched pre-planned math program with students while the regular teacher receives this training. The regular teacher is invited to spend two weeks of observatory involvement with an LCD teacher and group of students in order to realize the effectiveness upon the student from this program.

Topics covered in this on-the-job training program include:

Mathematics Laboratory, Philosophy

Diagnosis and Remediation of Mathematic Deficiencies

Elements of a Coordinated Mathematics Program

Building Educational Incentive in Under-Achievers

Teacher Talk:

The children seemed to come to the program free of any tensions caused by being in a remedial program. Not only did the students appear free of concern about a stigma, but they were extremely eager to take part in the program.

Title of Project:	"POSITIVE ATTITUDE TOWARD LEARNING"
Administrative District:	Bethalto Community Unit 8 Bethalto, Illinois 62010 Madison County—Region V
Superintendent:	Mr. Don Simpson 322 East Central Street Bethalto, Illinois 62010 Phone: 618/377-5211
Project Director:	Mr. Charles Pelan 322 East Central Bethalto, Illinois 62010 Phone: 618/377-5211
Year of Project:	2
Amount of Grant:	FY73/$115,575 FY74/$104,109 FY75

Description:

The major focus of this project is an attempt to change and prevent the development of negative attitudes toward school and learning among students. The development of a positive attitude is being approached through an innovative program in teacher training. The teacher training program will be accomplished through the use of four individually self-paced inservice training kits used to modify teacher attitude and behavior and have performance based standards. Each of the kits will be developed around one of the 5 general objectives of the project:

(1) Students will be active participants in their learning experiences.

(2) Students will learn on an individual basis in order to develop their abilities to the optimum.

(3) Students will interact verbally with their teacher not less than 40% of instructional time.

(4) Students will demonstrate a positive self-concept aligned with a positive regard for others.

(5) Students will demonstrate a significant increase in post-initiated activities.

Project staff provide ongoing assistance while a teacher is working to implement the techniques of a particular kit. A performance-based evaluation of project objectives will be carried out in each project teacher's classroom upon completion of a kit.

As a final result, teacher implementation of the inservice training assists students in developing a positive attitude toward learning a positive view of self.

Student Statements:

"I looked forward to Common Learnings class practically every day last year. I really enjoyed the class a lot."

"It made me feel closer to the teacher, who was great, and the fellow students in my class. It also allowed me to know myself better deep down inside."

"The Project involves you in a group with fellow classmates and you learn to work with others. I think this is very important, because in your life you work with people in groups. You cannot survive by yourself."

Title of Project:	"INDIVIDUALIZED INSTRUCTION TECHNIQUES FOR TEACHERS"
Administrative District:	Crystal Lake Elementary School District 47 Crystal Lake, Illinois 60014 McHenry County—Region I
Superintendent:	Mr. Robert Blazier 174 North Oak Street Crystal Lake, Illinois 60014 Phone: 815/459-6070
Project Director:	Mrs. Margaret Nienstedt 174 North Oak Street Crystal Lake, Illinois 60014 Phone; 815/459-8182
Year of Project:	
Amount of Grant:	FY72/ $86,604 FY73/ $71,611 FY74/ $56,011

Description:

This project assists teachers from throughout McHenry County in developing and revising methods of individualizing instruction and evaluating student progress in an individualized program. The project is hosted by Canterbury School, which provides a demonstration center and a laboratory in which volunteer teacher interns serve for two weeks.

The internship includes: (1) preorientation and planning outcomes; (2) orientation to program and building; (3) working with members of the appropriate Canterbury teams and students; (4) evaluation conferences with students; (5) video taping and self-analysis of teaching; (6) conferences with director; (7) developing an individualized program for implementation at home school; (8) post-internship visit by director; and, (9) follow-up workshop.

Teacher Talk:

"Once upon a time there was a third grade teacher who was energetic and enthusiastic. Although she tried her hardest, she knew something was missing. There was never enough time to work with just a few students. She taught to the middle of the class and so the bright students were bored and the slow students were unhappy.

"After two weeks as an 'intern' at Canterbury School, she discovered that different children learn at various speeds and in various ways. She accepted each child as he came to her and allowed him to help with the choices of his learning style—as a result, the students felt great. They knew they could accomplish each task presented them.

"And so they all lived happily ever changing after."

Title of Project:	"AREA HIGH SCHOOL PREP CENTERS"
Administrative District:	Chicago Board of Education Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mrs. Virginia Giles 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4930
Year of Project:	3
Amount of Grant:	FY72/$288,065 FY73/$275,615 FY74/$271,615

Description:

This project provides for the establishment of three model Area School Preparation Centers in each of Chicago's three major areas to serve public and nonpublic upper grade students, their parents, and teachers. In each area, each of the three feeder schools sends a class of eighth grade students to the center where they are regrouped for a program designed to ease their transition from a neighborhood elementary school to a large high school. Students and their teachers attend classes at the Center and participate in educational field trips. After three weeks, participants return to their home schools and are replaced at the Center by new groups.

Objectives of the Centers are: (1) the facilitation of the transition from elementary to high school; (2) the development of a sense of harmony and interdependence among students from the various feeder schools; (3) the increased effectiveness of parents and teachers in cooperatively guiding students into the high school situation; (4) the stimulation of interest in a variety of vocational and occupational programs; (5) a cooperative examination of the social and personal problems that affect students' success in school; (6) the development of model Centers that will prove valuable in meeting similar needs in other areas and communities; and (7) parental knowledge of activities at the Prep Centers and their children's attitudes and awareness of local high school curricula through Prep Center participation and feedback from their children.

Student Statements:

Prep Center is just what it says—a center to prepare eighth graders for their change from grammar school to the high school way of life. It teaches you to accept the responsibility for contributing to class discussions and working independently in many subjects. It impresses upon you that you are the only one who can decide to be a good student or a bad student.

Title of Project:	"TEACHER ORIENTED, TEACHER OPERATED TEACHER CENTER"
Administrative District:	Community Consolidated School District 34 Glenview, Illinois 60025 Cook County—Region I
Superintendent:	Dr. William J. Attea 1401 Greenwood Road Glenview, Illinois 60025 Phone: 312/724-7000
Project Director:	Ms. Cheryl Christensen 1401 Greenwood Road Glenview, Illinois 60025 Phone: 312/724-7000
Year of Project:	1
Amount of Grant:	FY74/$51,904 FY75 FY76

Description:

The major goal of this proposal is to establish a Teacher Operated Teacher Center that meets the self-identified needs of all District 34 teachers through adapting the British model to the American educational system. The Teacher Center itself is planned as a multipurpose facility where teachers will meet formally and informally to exchange ideas, work together, attend meetings, develop materials, and meet other identified needs. It will also house the latest in instructional materials and methodologies for teacher use.

The procedures being followed include assessing teacher needs and developing the programs to meet them.

It is hoped that through the development of this proposal, District 34 will establish a Teachers' Center that could form the essential but presently missing link between innovative ideas and pupil performance in the classroom.

Teacher Talk:

Teachers can find and/or create solutions to educational problems and needs which they have defined and delineated themselves. All Glenview teachers received a questionnaire last year to assess the need for Teacher Center and the services it could provide. The response was overwhelmingly positive for the center.

Multipurpose Center

In the past four years, there were many Title III, ESEA, projects which served a large number of school districts. Generally, the essential focus of the multipurpose, multidistrict "centers" is to provide a vehicle by which a large number of school districts can pool resources to meet the urgent educational needs of the area.

The multipurpose centers funded under Title III, ESEA, in Illinois provide a wide variety of services, but the central emphasis of each of the multipurpose centers is the development of procedures for inservice education and for more effective and efficient utilization of educational media. Title III, ESEA, funds have provided personnel and planning strategies for the effective use of modern educational technology and improved teaching techniques.

The excitement engendered by school districts working in concert to pool their existing resources and having at their disposal specialists in curriculum and teaching techniques is evident as one visits the projects which serve a large number of school districts. Possibly the chief benefit is the development of receptivity to change, which is evident in both the rural centers and the centers in urban areas.

Title of Project:	"EDUCATIONAL OPPORTUNITIES OF RURAL CONSOLIDATION"
Administrative District:	Olympia Community Unit School District 16 Box 462 Minier, Illinois 61759 McLean County—Region IV
Superintendent:	Mr. Douglas B. Blair Box 462 Minier, Illinois 61759 Phone: 309/392-2404
Project Director:	Mr. Richard Hackl Olympia Community Unit School District 16 Minier, Illinois 61759 Phone: 309/379-5911
Year of Project:	2
Amount of Grant:	FY73/$77,959 FY74/$65,800, FY75

Description:

The Olympia School District was formed by the consolidation of five school districts encompassing an area of 377 square miles in parts of five counties and containing eight rural communities. Many inquiries have been received regarding the advantages and disadvantages of a consolidation of this magnitude; therefore, means of collecting and disseminating the requested information are basic to the Project.

The primary objectives of the Project are:

1. to be a dissemination center for research information regarding the feasibility study, curriculum planning, community concerns and other data relating to school consolidation; and
2. to be a demonstration center for groups of administrators, advisory groups, school board members, university staff and classes, and citizens who are interested in school consolidation.

The objectives will be met through the dissemination of many printed materials regarding consolidation, the availability of personnel to meet the demands for speakers and the sponsoring of conferences on the topic of school consolidation. Major emphasis is to show other rural districts the advantages of consolidation.

Student Statements:

As a student of Olympia High School, I am aware of the Title III, ESEA, Project because I do work in our graphics room and have observed the Title III staff preparing publications about our school.

From my knowledge of this program, I understand the emphasis is to inform others of the educational advantages of a consolidated school. Because our school is so unique I think it is good we have people available to explain about our school and to show others who may be in small schools how much better our education is than it was.

Pupil Personnel Services

The large number of pupil services proposals received for Title III, ESEA, funding indicates that local educational agencies are becoming increasingly concerned with the affective development of pupils, teachers, and parents. Although many proposals deal directly with counseling or guidance, an even larger number include related pupil personnel services.

The continued development and expansion of Pupil Personnel Services has received added impetus from the merger with Title III, ESEA. With the added emphasis on innovation, pupil services programs can be another force for change in the schools throughout Illinois.

Title of Project:	"R.E.A.C.H."
Administrative District:	Belleville Common School District 118 Belleville, Illinois 62221 St. Clair County—Region V
Superintendent:	Mr. Caarles E. Oswalt 105 West "A" Street Belleville, Illinois 62221 Phone: 618/233-2830
Project Director:	Dr. Joseph Pukach 1404 East Main Street Belleville, Illinois 62221 Phone: 618/233-2871
Year of Project:	3
Amount of Grant:	FY72/$175,131 FY73/$171,597 FY74/$181,868

Description:

This project is designed to implement a comprehensive, combined psychological-counseling-health-social work-and language development program for the benefit of preschool, kindergarten, and first and second grade children (both public and non-public) their parents and their teachers.

The program, conducted under the auspices of the district's existing Pupil Services Team, is being based upon a prescriptive teaching approach and involves the following activities: testing and screening of all prekindergarten children to determine their needs in the affective, behavioral, psychomotor, and cognitive domains, computerization of test data and diagnostic information to provide a full profile of each child's abilities and his needs, implementation of parent-education and teacher inservice programs in order to provide appropriate educational experiences for these children that are both relevant to their needs and based upon their patterns of learning, and initiation of curricular modifications and prescriptive teaching approaches to meet these needs.

Parent Perceptions:

The staff at no time ever led any of the children to feel that they were not completely involved in the Program along with all of their classmates. The students were tested at the end of the Kindergarten year, and test results were discussed with the First Grade teachers. This was outstanding, and great results can be seen from this type of involvement. This is an outstanding program from which every pre-schooler would benefit.

Title of Project:	"EDUCATION BY CHOICE"
Administrative District:	Quincy Unit District 172 Quincy, Illinois 62301 Adams County—Region III
Superintendent:	Mr. William G. Alberts 1444 Maine Street Quincy, Illinois 62301 Phone: 217/223-8700
Project Director:	Mr. Richard F. Haugh Quincy Senior High School 3322 Maine Street Quincy, Illinois 62301 Phone: 217/222-3934
Year of Project:	2
Amount of Grant:	FY73/$139,800 FY74/$297,096 FY75

Description:

The "Education By Choice" project provides seven alternative schools-within-a-school for the 1,450 students of Quincy Senior High II (grades 11 and 12). Each alternative school represents a different philosophical orientation and students, parents, and teachers are presented the opportunity to select an educational environment which they feel best meets their individual needs.

The seven alternative schools were developed by teachers during 1972-1973, as a result of a planning grant from Title III, ESEA. Teachers were presented the opportunity to participate in the development of a school consistent with their philosophical beliefs and teaching styles. Through their participation and support, teachers have demonstrated a deep commitment to offering students choices.

The objectives of the "Education By Choice" program focus on the affective and cognitive behaviors of all participants. Student and parent involvement are considered essential to the operation of the program. Students who are presented with the opportunity to freely select school, which they think will enhance their growth as individuals, should become more involved in the educational process, increase their academic performance and become more positive in their attitudes toward school and teachers.

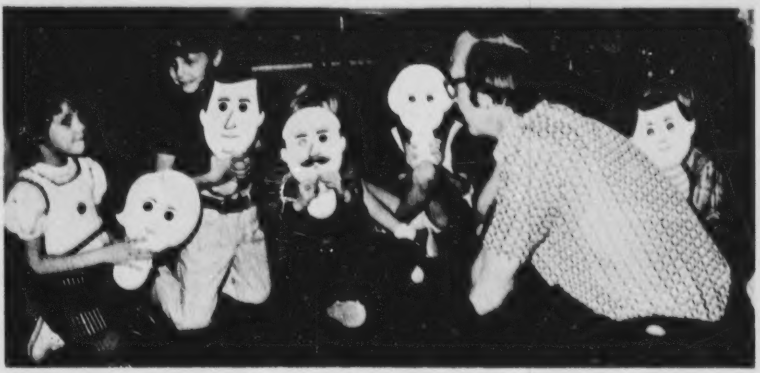
The "Education By Choice" project advocated a process of change which maximizes individual participation and decision-making. It provides students and teachers with the opportunity to make decisions consistent with their personal goals and objectives thereby encouraging diversity rather than conformity.

Student Statements:

The importance of this new concept is that we the student population have something to say about the way in which our program evolves.

I've benefited from the "Education By Choice" program. Not only am I receiving a variety of interesting courses, I am learning to use my time to my best advantage, and I am enjoying school more than ever.

Title of Project:	"PROJECT CHILD—CHANGING HUMAN INTERESTS AND LEARNING DEVELOPMENT"
Administrative District:	West Chicago Elementary School 33 DuPage County—Region I
Superintendent:	Dr. Jerald J. Saimon 312 East Forest Street West Chicago, Illinois 60185
Project Director:	Mr. John Hennig Route 59 and Hahndorf Road West Chicago, Illinois 60185
Year of Project:	3
Amount of Grant:	FY72/$144,410 FY73/$111,780 FY74/$93,560



Description:

Project Child works under the philosophy that if underachieving students can be reached soon enough in their educational training, when their learning difficulties can be diagnosed and worked with, they can more easily realize their potential.

Four guidance counselors, three diagnostic teachers, and one social worker have been employed by the school district to make up the project staff. These people work closely with teachers and parents of students of the Elementary District in an attempt to increase school performance of the children having learning problems. The project personnel are assigned to the various buildings in the district as part of the existing faculties. They diagnose learning difficulties, consult with teachers and parents to obtain further information, prescribe methods of remediation, work with teachers and students to help overcome the underachievement problem, and evaluate student progress.

The project attempts to reach learning problems when there is still an opportunity for correction. It is felt this is best accomplished when the child is still in his primary school years. The emphasis is on helping the child, as much as possible, right in the classroom. Collaboration and cooperation with teachers and parents is essential to the success of the project. Thus, the project centers around a team approach to help students develop their potential and to prevent continued learning problems and eventual school dropouts.

Counselor Comments:

Counselors focus their effort on the underachievers' behavioral, social, and emotional problems.

The remedial prescriptive program may include both individual and group counseling sessions as well as classroom guidance activities. The guidance materials help the child gain a better understanding of his behavior as well as the behavior of others.

Title of Project:	"PROJECT IMPACT-OPERATION OF THE HUMAN RESOURCES CONSORTIA"
Administrative District:	Crete-Monee School District 201-U Crete, Illinois 60417 Will County—Region I
Superintendent:	Dr. John G. Savage Crete-Monee School District 210-U Administration Center First and Lumber Streets Crete, Illinois 60417 Phone: 312/672-7215
Project Director:	Mr. Ronald Falbe First and Lumber Streets Crete, Illinois 60417 Phone: 312/534-9066
Year of Project:	2
Amount of Grant:	FY73/$135,000 FY74/$125,000 FY75

Description:

Project Impact-Operation of the Human Resources Consortia has established a Center in Hickory Elementary School located in the village of Park Forest South. The Center is staffed by a complete team of pupil personnel specialists, i.e., school psychologist, elementary school guidance counselor, school social worker, school nurse, and speech therapist under the direction of a project coordinator responsible for the development and implementation of all project activity.

Project Impact activity evolves mainly around four major goals. The first goal of the program is to develop a core role for the human resource specialist through a process of identifying and developing those skills considered as being common to all pupil personnel specialists. The second goal is to help all school personnel develop more effective human relationships with pupils. The third goal is to provide a therapeutic school atmosphere based on greater pupil understanding, and the establishment of a more humanistic oriented learning environment. The fourth goal is for the school and the community to interact together in a continual process of mutual, face-to-face assessment, and feedback. This is designed to fulfill expressed needs within an impacted community, and to facilitate the learning of practical human skills that enhances personal, family, and school life. Comprehensive school-family-community involvement directed through the Human Resource Center utilizes approaches such as inservice seminars, interpersonal communication and relationship skill training sessions, pupil developmental groups, specialized pupil assessment techniques, variety of counseling and consultation techniques, family counseling, and parent community-based study groups.

Counselor Comments:

The "Project Impact" pupil personnel professional team works together in a complimentary and supplementary fashion to cause purposeful and meaningful change in the school, home, and community environments of our young people. Relying on early diagnosis, prescriptive action plans, and follow through procedures, we often are able to cause our young people to begin to appraise themselves accurately and involve them as successful, active participants in their individualized educational endeavor.

"In addition to its predictable impact on the immediate school community, this Project has touched every child in this school district because of the acceptable model that it projects."

Title of Project:	"COOPERATIVE HELP IN LEARNING DEVELOPMENT"
Administrative District:	Kankakee Public School District 111 Kankakee, Illinois 69091 Kankakee County—Region I
Superintendent:	Dr. Richard A. Denoyer 381 South Fourth Avenue Kankakee, Illinois 60901 Phone: 815/933-2271
Project Director:	Mr. Marven Jones 1310 East Court Kankakee, Illinois 60901 Phone: 815/933-2271
Year of Project:	3
Amount of Grant:	FY72/ $268,698 FY73/ $253,623 FY74/ $228,623

Description:

The major purpose of this project is to reduce failure and enhance success by identifying the problems and deficiencies which inhibit the learning of children; prescribing treatment procedures, methods, and outcomes during the early years in a child's formal education. The major emphasis will be directed toward all kindergarten children in nonpublic as well as public schools within the boundaries of Kankakee School District 111.

The program expects to reduce, by over 50%, the number of students functioning below grade level, the student dropout rate, and the district retention rate for 1st graders.

Activities used to achieve project objectives include:
(1) inservice training for teachers in psychoeducational programming and evaluation,
(2) parent involvement in prescriptive teaching
(3) a learning material center
(4) an early childhood curriculum based on the psychoeducational needs of children, and
(5) parent education through home/school coordinators

Various testing from standardized to basic examinations, teacher/psychological and home-school coordinator observation will be utilized in determining growth achievement in individual students in the gross motor, sensory-motor, perceptual, language, conceptual, and affective behavior.

Parent Perceptions:

Any difficulties that arise with a student are immediately worked upon by a teacher and parent before they become problems. As an example, one student's behavior improved from a "problem" child to normal, he now "likes" school, he enjoys reading, his printing is now beautiful, his speech is better, and his stuttering is minimal. There are still problems, but they just don't seem as insurmountable.

In some areas the student came up with 2 years worth of work in 7 months.

Title of Project:	"A HOLISTIC MILIEU APPROACH TO HIGH RISK STUDENTS"
Administrative District:	Mattoon Community Unit 2 Mattoon, Illinois 61938 Coles County—Region IV
Superintendent:	Mr. Raymond Lane 2601 Walnut Avenue Mattoon, Illinois 61938 Phone: 217/235-5446
Project Director:	Mr. Richard James Jefferson Jr. High School 1200 South 9th Street Mattoon, Illinois 61938 Phone: 217/234-8859
Year of Project:	2
Amount of Grant:	FY73/$111,883 FY74/$96,535 FY75

Description:

This program attempts to give an intensive addition to the academic and social adjustment of the underachieving students that would lead them to productive and rewarding educational experiences. Concentration is placed on pilot projects including approximately 20 students in Hawthorne and Washington Elementary Schools and a full scale operational project of 80 to 100 students in Jefferson Junior High School.

Pupil Personnel Service teams composed of counseling, social work, and school psychology centers are utilized, in order to coordinate and consult with teachers, parents, and students in diagnosing, prescribing, and remediating social, psychological and educational maladjustment in the high risk student.

Teaching teams coordinate their efforts in individualizing instruction and writing behavioral contracts for the high risk students. Parent groups started for the purpose of teaching parents behavior management skills and empathy techniques with their children. Group counseling, both in small groups and class size groups, helps them appreciate themselves as worthwhile people and understand the logical consequences of their actions. Reward systems involving interns, teachers, and parents as positive social and material reinforcers for the high risk student have been instituted. Independent study, with increased student responsibility for the study's direction and purpose, has been undertaken through the use of teacher-student contingency contracts.

Student Statements:

"If I weren't in the program, I wouldn't of made it through 7th and 8th grade."

"Title III, ESEA, has helped me a lot—I can read and spell a lot better than before. I like being able to know I have this help when I need it."

Title of Project:	"STUDENT LEADERSHIP PROJECT TO DEVELOP AND TRAIN STUDENT HUMAN RELATIONS LEADERS IN A DESEGREGATED SETTING"
Administrative District:	Park Forest School District 163 Park Forest, Illinois 60466 Cook County—Region I
Superintendent:	Mr. Ivan A. Baker 242 South Orchard Drive Park Forest, Illinois 60466 Phone: 312/748-7050
Project Director:	Ms. Marilyn Tannebaum 242 South Orchard Drive Park Forest, Illinois 60466 Phone: 312/748-7050
Year of Project:	1
Amount of Grant:	FY74/$46,300 FY75 FY76

Description:

The Student Leadership Project is designed to meet an educational need of student participation in a leadership capacity to further multiethnic understanding in this area.

The three goals of the project are to (1) identify and select black and white students who can be trained to assume leadership roles in helping other students relate harmoniously across racial lines; (2) design and implement a conceptual model and a planned leadership program to provide selected students with opportunities to learn specific leadership skills; and (3) design and implement school and classroom strategies for the use of leadership skills by trained student leaders.

The Student Leadership Project assumes that the creation of harmonious relationships across racial lines is a necessary component of programs of integrated education that also contributes to the education of the student leaders by their involvement in setting the terms of those relationships.

The program will operate during its first year in two intermediate schools in the district and will be extended to additional intermediate and junior high schools in succeeding years.

Parent Perceptions:

"I feel that it's a marvelous idea. I also feel that all children deserve a chance. Children should be allowed to volunteer. I feel that children like to have responsibilities and since they do feel this way, they **should** be given responsibilities.

Outdoor and Environmental Education

The following Title III, ESEA, project is attempting to integrate the outdoors into the ongoing curriculum. Nature and nature's uses provide a motivational vehicle for science, social studies, and the language arts. Teachers have discovered through this Title III, ESEA, project that children can be easily motivated through systematic and careful study of the outdoors.

Again, a common theme running throughout the outdoor education project is the provision of specialists for inservice education. It is apparent that, with the initial help of outdoor education specialists, teachers in the classroom are becoming increasingly excited regarding the link between the outdoor education facilities and the traditional classroom.

An additional exciting aspect of this program is the effective cooperative relationship developed between the school and other agencies, such as local park districts and conservation groups.

Title of Project:	"THE UPPER MISSISSIPPI RIVER ECO-CENTER"
Administrative District:	Thomson Community Unit School District 301 Thomson, Illinois 61285 Carroll County—Region II
Superintendent:	Mr. Howard L. Kennedy Thomson, Illinois 61285 Phone: 815/259-2735
Project Director:	Mr. Dennis Etnyre Thomson, Illinois 61285 Phone: 815/259-3282
Year of Project:	2
Amount of Grant:	FY73/$83,374 FY74/$68,800 FY75

Description:

The ECO-CENTER is designed to establish a center for curriculum reform in the ecology-environment area.

Serving the 7 school districts in Carroll County, the program attempts to provide an educational solution to the environment crisis.

The major objective of this project is the development of an environmental resource center that provides materials, and builds attitudinal and behavioral changes in children toward the environment. An attempt is also made to motivate citizens to participate in environmental problem solving.

Key ingredients to the curriculum reform include: inservice training of classroom teachers, identification and development of local outdoor education facilities, locally produced and tested curriculum activities based on fundamental environmental concepts, and organization in environmental education. The program is designed for all children beginning with fifth graders as the "pilot target" group. A second thrust will involve students above and below this grade level, as well as adults in the communities.

Student Statements:

The program helped me understand more about the environment around me. It added to my vocabulary, and showed me how important conserving our natural resources is to our future.

Special Education

Amendments to Public Law 90-247 are part of a continuing effort by Congress to make a comprehensive program available to all handicapped children. These amendments of Title III, ESEA, require that at least 15 percent of funds allocated must be utilized for projects dealing with the special education needs of handicapped children. The enormous task confronting our State in providing full educational opportunities for more than 500,000 handicapped children will require the maximum use of inventiveness, imagination, and new educational models.

The major idea interspersed among the projects dealing with the handicapped is an emphasis upon diagnostic techniques to determine learning difficulties and the prescription of strategies to overcome such difficulties through careful work with administrators and classroom teachers.

Title III, ESEA, funds provide the personnel and materials to develop imaginative solutions to persistent educational problems encountered by handicapped children. The funds are not used to provide basic special education programs. Rather, the personnel and services provided with Title III, ESEA, funds are designed to assist local districts in supplementing basic programs and to design new instructional approaches.

The eclectic involvement, enthusiasm, and professionalism of Title III, ESEA, activity in Illinois hold great promise for continuing imaginative attacks on the problems for those boys and girls who are in need of special education. Title III, ESEA, can provide the catalyst for mobilizing all available resources to meet this critical need.

Title of Project:	"MODEL EARLY INTERVENTION PRE-KINDERGARTEN PROGRAM"
Administrative District:	Maine Township High School 1131 South Dee Road Park Ridge, Illinois 60068 Cook County—Region I
Superintendent:	Dr. Richard R. Short 1131 S. Dee Road Park Ridge, Illinois 60068 Phone: 312/696-3600
Project Director:	Mr. Richard Framke Oakton School 2101 Oakton Street Park Ridge, Illinois 60068 Phone: 312/696-0214
Year of Project:	2
Amount of Grant:	FY73/$186,575 FY74/$170,429 FY75

Description:

This project seeks specifically to provide an early intervention program for three- and four-year-old children, who exhibit delays or disorders in sensory-motor, language, conceptualization, and social affective behaviors.

The purpose of this project is three-fold:
1) to identify and to examine those children who show signs or symptoms of developmental delay or deviation;
2) to initiate a program of inservice education to enable parents to help their own children; and
3) to provide special services to the children both prior to the time they enter school and at the time classes begin. Such early identification and intervention should contribute to the prevention of school failure in later years.

Manuals have been developed to establish guidelines for describing developmental language, sensory-motor, and social-affective problems of pre-kindergarten children. Follow-up manuals will be produced for screening, diagnostic, inservice, and instructional elements of the program.

Teacher Talk:

Although Randy still misarticulates many sounds, still needs additional therapy and exercises for improving his auditory skills, and exhibits minor difficulties with making spatial judgments when engaged in gross motor activities, Randy and his kindergarten teachers have been given a "head start" in implementing his kindergarten instruction because of the services of a preschool program.

Project Pre-Dict provided the specialized therapy and instruction that met Randy's needs. Even in five months, Randy's speech is 50% more intelligible, and some improvement has occurred in his gross motor skills.

Title of Project:	"PROJECT SELL (STUDENT ENDOWMENT: LEARNING TO LIVE)"
Administrative District:	Meridian Community Unit School District 101 Mounds, Illinois 62964 Pulaski County—Region IV
Superintendent:	Mr. Edmond G. Bridewell Box 79D Mounds, Illinois 62964 Phone: 618/745-9415
Project Director:	Mr. Arvin Napier Box 127 Olmstead, Illinois 62970 Phone: 613/742-8190
Year of Project:	2
Amount of Grant:	FY73/$147,000 FY74/$126,817

Description:

This is a program for the trainable mentally handicapped and educationally handicapped. The pre-vocational courses are designed around centers geared to teach basic household skills, grooming, gardening, cooling, health dynamics, composition layout and photography and arts and crafts. The academic skills relate to that which is applicable to the practical usage in each center.

The program is based on the theory that behavior is learned and can be modified by appropriate training and reinforcement in a real-life setting. The Learning Centers are contained in a farmhouse setting with house, barn, garage, green house. The twenty-seven acres of ground also utilizes garden plots and a miniature fruit-tree orchard. As the students rotate through the various centers, each geared to a nine-week cycle, they do their work in a setting that closely resembles what they would encounter in real life.

Student Statements:

"The way I feel about Project S.E.L.L. is a good feeling. It's fun to go to the different classes. I believe everybody at Project S.E.L.L. must like it there or they wouldn't keep on going. To me Project S.E.L.L. is a real nice place, and I'm glad the person who thought it up got to go through and do it."

"I like Project S.E.L.L. because the teachers are nice and kind—they understand—and they help you with your lessons. They take time to tell you what to do and not to do—without laughing at you and talking about you. It's just nice to come up here to be with nice people and be happy."

Title of Project:	"CURRICULUM DEMONSTRATION FOR THE TRAINABLE MENTALLY HANDICAPPED"
Administrative District:	Murphysboro Unit District 186 Murphysboro, Illinois 62966 Jackson County—Region VI
Superintendent:	Mr. James C. Blackwood 9th and Walnut Streets Murphysboro, Illinois 62966 Phone: 618/684-3781
Project Director:	Mrs. Jan Holloway Tri-County Education Center 1725 cchumake Drive Murphysboro, Illinois 62966
Year of Project:	3
Amount of Grant:	FY72/$114,617 FY73/$107,115 FY74/$103,825

Description:

This is a program of services for school age trainable mentally handicapped students which capitalizes upon home, community, and school interaction as the primary concern. Initially, the published curricula, **Trainable Children**, by Julia S. Molloy, and the procedures for program development and implementation developed in an earlier, Title III, ESEA, project, "Evaluation Planning for Special Education" (Niles Township Department of Special Education) are being used as a basis for establishing the program.

Major thrusts of the project include the following: (1) Parent involvement in the educational process via group meetings, individual conferences/visits, and inservice training programs for mothers, and written communications. (2) Special student activities sponsored by various community agencies and organizations. (3) Comprehensive supportive services such as diagnostic and counseling, speech and language, health, and social work services. (4) An educational program that encompasses all areas of human growth and development (physical, social, emotional, intellectual, and aesthetic with special emphasis on self-care, communication, and other socialization skills, and prevocational preparation for assisting their families in household tasks and for participating work experiences either in the community or in a community sponsored sheltered workshop.

Parent Perceptions:

We are overwhelmed with the program! We have visited the school on numerous occasions and we always come away with the same feeling of security—that our daughter is getting training and instruction that is as good as any that could be found in this country.

This program is a Godsend for us personally. Without it, our son would have to go to a boarding school.

Staff encouragement is given to each child until his/her problem is solved. In our son's case, we know they create a place in which he feels secure and happy, otherwise he would be unhappy to leave for school each morning.

Without this project our children would almost be vegetables—as parents do not know or are unable to cope with this problem. When I see how frustrated the 40- and 50-year-old children are, due to not having the advantages that our own two little ones have, I thank God for the privilege of having the Title III, ESEA, Project in our community.

Title of Project:	"EARLY PREVENTION OF SCHOOL FAILURE"
Administrative District:	Peotone Community Unit 207-U Peotone, Illinois 60468 Will County—Region I
Superintendent:	Mr. Jack B. Pierce Garfield and Mill Streets Peotone, Illinois 60468 Phone: 312/258-3478
Project Director:	Mrs. Luceille Werner 114 North Second Street Peotone, Illinois Phone: 312/258-3478
Year of Project:	3
Amount of Grant:	FY72/$155,497 FY73/$136,090 FY74/$143,260

Description:

Twelve school districts and their special educational cooperative have designed a program to create a realistic dialogue between special education and kindergarten resulting in a program of "Early Prevention of School Failure," including a modified kindergarten program and appropriate supportive special services.

In order to prevent school failure the "Early Prevention of School Failure" program includes (1) a screening program for all kindergarten children, (2) follow-up and supportive services such as a school social worker, psychologist, and referral when appropriate, (3) complete diagnostic evaluation for all candidates for learning disability classrooms, (4) establishment of learning disability demonstration classrooms for remediation of severe problems, (5) itinerant learning disability consultants to demonstrate special techniques and materials in kindergarten rooms using children with diagnosed problems, and (6) a mobile diagnostic center that will bring diagnostic services to children in outlying areas where facilities are nonexistent.

Counselor Comments:

"The child is the number one interest in all our dealings." "We utilize every service offered by the program; as our needs are met, our diagnosis becomes finer and we request additional services or an extension of the present. Adjustments are made smoothly, the working relationships are highly professional."

Title of Project:	"LD: CLINICAL EDUCATION AND TRAINING CENTER"
Administrative District:	Sparta Community Unit School District 140 Sparta, Illinois 62248 Randolph County—Region V
Superintendent:	Mr. Clarence B. Pierce 205 West Hood Avenue Sparta, Illinois Phone: 618/443-3622
Project Director:	Mr. Clarence Haege 200 North St. Louis Street Sparta, Illinois 62286 Phone: 618/443-4261
Year of Project:	3
Amount of Grant:	FY72/$63,995 FY73/$62,041 FY74/$51,136

Description:

This project makes use of a "LD: Clinical Education and Training Center" to diagnose and remediate learning disabilities. The Center serves children from kindergarten through eighth grade. Specialized personnel at the Center meet the needs of learning disabilities students. Classroom teachers are released during the school day to work and learn with the Center personnel.

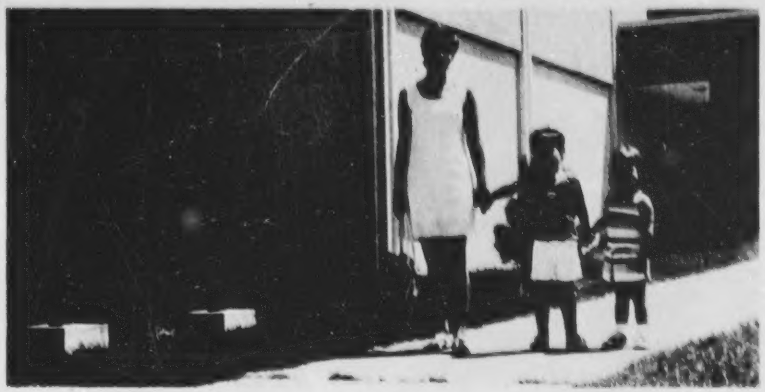
The major objectives of the "LD: Clinical Education and Training Center" are: (1) to identify a learning disabled student through diagnostic procedures, (2) to remediate through prescriptive programs the visual and auditory concomitants which contribute to reading difficulties, (3) to aid classroom teachers in the identification and remediation of learning disabilities, (4) to improve the motivation to learn and to build a better self-image of students with learning disabilities, (5) to affect parental understanding and acceptance of learning difficulties, and (6) to promote public understanding and acceptance of special, individualized educational programs.

In addition to serving children, the Center serves school personnel, parents, and the general public. The project personnel provides the necessary leadership to implement classroom use of test results, teaching techniques, and curriculum materials suitable for learning disabled students.

Teacher Talk:

Besides a better identification of special education students, this Project results in an improvement of attitude on the treatment of these children. Especially effective has been the diagnostic and remediation program for children identified as having learning disabilities.

Title of Project:	"EARLY HELP: EDUCATIONAL DIAGNOSIS AND PRESCRIPTION"
Administrative District:	Peoria Public School District 150 Peoria, Illinois 61603 Peoria County—Region III
Superintendent:	Dr. Claude E. Norcross 3202 North Wisconsin Avenue Peoria, Illinois 61603 Phone: 309/672-6512
Project Director:	Dr. Charles L. Alcorn 3203 North Wisconsin Avenue Peoria, Illinois 61603 Phone: 309/672-6725
Year of Project:	3
Amount of Grant:	FY72/$255,165 FY73/$250,208 FY74/$231,347



Description:

This school is provided with sophisticated Special Education services to help the handicapped children between the ages of 3 and 8 years minimize his or her learning disability. A center is developed to prepare an "educational prescription" to expedite early return to the regular school program.

The major objectives are: (1) to experiment with new and varied patterns of instruction for different age groups of handicapped children, (2) to provide specific experiences which will assist the children to develop a positive self-concept, (3) to involve parents in instructional and noninstructional activities, as well as offer interpretive and suggestive services to them, (4) to work with paid aides to *define more clearly the* expanded role of the paraprofessional, (5) to serve as a demonstration center in terms of multidiscipline, psychoeducational, diagnostic, and instructional techniques, and (6) to provide regular systematic inservicing training for teachers from regular classrooms.

The project is aimed at attaining great interprofessional understanding between the educational community and *local medical groups. Working* harmony with these groups offers more opportunity for successful diagnosis and treatment of students at the Diagnostic Learning Center.

Parent Perceptions:

My daughter was a nervous child—she often fell into tears when problems became too difficult for her to handle.

A semester at the Center helped her to calm down and to meet her problems without tears. "It also helped me to understand her needs more completely."

Title of Project:	"PEER COUNSELING IN SPECIAL EDUCATION"
Administrative District:	Libertyville Elementary District 70 Libertyville, Illinois 60048 Lake County—Region I
Superintendent:	Mr. Willis C. Rardin 310 West Rockland Road Libertyville, Illinois 60048 Phone: 312/362-9020
Project Director:	Mr. Glen Kranzow 4440 West Grand Avenue Gurnee, Illinois 60031 Phone: 312/623-0021
Year of Project:	3
Amount of Grant:	FY72/$128,690 FY73/$111,560 FY74/$103,938

Description:

This project is developing an innovative model for delivering preventive and remedial mental health services within the schools. High school students function as leaders of groups of students with adjustment problems which might lead to their dropping out of school. The goals for participants in these supportive growth-oriented group experiences are: (1) to develop more positive feelings about self; (2) to deal more constructively with everyday problems; (3) to explore the value of education and ways of functioning more effectively in school; (4) and to improve the use of family and community resources. The underlying premise is that greater ease and success in social relationships will enhance a student's self-image and result in a more positive attitude toward school, home, and society. Following training, and under the supervision of a faculty member, peer counselors conduct a 20-meeting series of sessions with groups of counselees. A Handbook, developed by the project staff, outlines the sequence of topics and activities for the group meetings.

Teacher Talk:

Now we are concerned with development and prevention, not just solving existing problems. We are not being turned into therapists by some magic formula, but we are more aware of people and their needs. We now have the opportunity to put that into action.

Title of Project:	"MULTI-SENSORY APPROACH TO LEARNING DISABILITIES"
Administrative District:	Lincoln Community High School District 404 Lincoln, Illinois 62656 Logan County—Region IV
Superintendent:	Dr. Robert W. Jones 1000 Primm Road Lincoln, Illinois 62656 Phone: 217/732-4131
Project Director:	Mr. John Landis 1000 Primm Road Lincoln, Illinois 62656 Phone: 217/732-4131
Year of Project:	3
Amount of Grant:	FY72/$133,669 FY73/$91,914 FY74/$88,516

Description:

This project seeks to develop a new instructional approach that meets the needs of those students with learning disorders, in order to enable them to acquire the necessary levels of competence in the content areas of English, mathematics, science, and humanities.

The project seeks also to improve the basic reading skills of these students with learning disorders by providing continued reading instruction. Success in meeting the requirements of the content courses and success in reading may encourage these students to continue their school program and to complete a curricular program in some vocationally relevant area.

Audio-visual facilities are available to the students in conjunction with learning packets which may be checked out for home study at the student's own pace as well as during the regular classroom periods.

The program is designed to serve thirty or forty entering ninth grade students. At the beginning of each continuation year, a new group of ninth grade target students will be enrolled in the project. Students already in the program will continue in the program as sophomores or be returned to regular classes if individual progress indicates that the student can profit from regular classroom instruction.

Student Statements:

Being in Title III helps you a lot because in regular classes you don't get very much help. In Title III, the classes are small so the teacher can give more help to every individual student.

Packets are better than books because in books you can read a whole chapter and not understand a word you read. Packets explain the subject better than the books.

Title III classes are helpful—in all regular classes I would be doing "D" work. Since I got into Title III, my grades have come up to "B" and "C" work with some "A's."

Title of Project:	"PRE-SHELTERED WORKSHOP AND COMMUNITY PLACEMENT PROGRAM"
Administrative District:	Pontiac Consolidated School District 429 Pontiac, Illinois 61764 Livingston County—Region IV
Superintendent:	Mr. Max Myers 117 West Livingston Pontiac, Illinois 61764 Phone: 815/842-1533
Project Director:	Mr. John Rapp 117 West Livingston Pontiac, Illinois 61764 Phone: 815/844-5448
Year of Project:	3
Amount of Grant:	FY72/ $71,146 FY73/ $52,636 FY74/ $49,375

Description:

Primary objectives of this program are to (1) improve upon the existing program, (2) develop new programs, and (3) conduct extensive evaluation over a three-year period to meet comprehensive educational, social, and occupational needs of the total population of the trainable mentally retarded enrolled in the Livingston County Trainable Program.

To accomplish these general guidelines, the following objectives will be provided: (1) cognitive-academic training of student's ability to improve verbal computational skills necessary to function in society, (2) psychomotor training of student's ability to increase his gross and fine motor movements, (3) performance and work-placement training of the student's ability to adequately function in a work situation, and (4) affective and social training of the student's ability to interrelate in social situations, develop acceptable work habits and attitudes, and efficiently use leisure time.

Innovative programs include a twelve-passenger van for community experiences and transportation for job placement, homework kits, and a parent consultant to work with the trainable mentally retarded. A case worker will initiate close family-school relationships. The introduction of developmental industrial arts, home arts, home maintenance, and academic programs with extensive evaluations will be other innovative aspects of the project.

Teacher Talk:

"The project has provided the students with learning experiences which would not have been possible without the facilities, staff, and equipment made available by Title III, ESEA. It will be extremely difficult in the future to provide all the learning experiences I feel the students should be getting if we should not retain the physical education, home arts, speech, and industrial arts staff."

Title of Project:	"COMPREHENSIVE TRAINING PROGRAM FOR RETARDATES"
Administrative District:	Lyons Township High School District 204 LaGrange, Illinois 60525 Cook County—Region I
Superintendent:	Dr. Donald D. Reber 100 South Brainard LaGrange, Illinois 60525 Phone: 312/354-4220
Project Director:	Mr. William Rahn 1001 West Cossit LaGrange, Illinois 60525 Phone: 312/354-4220
Year of Project:	3
Amount of Grant:	FY72/ $66,472 FY73/ $55,546 FY74/ $44,440

Description:

The approved project has developed a program that gives trainable mentally handicapped and lower functioning educable mentally handicapped young adults, ages 16-21, a training experience that will lead to a more productive and independent life. This is to be accomplished through a comprehensive method of workshop training with goals including maximum development in vocational, academic, personal and social areas. The program differs from workshop programs as they currently exist, as it will evaluate vocational and social perspectives, and observe these with a structured learning and training program applied in an interdisciplinary setting.

The program is designed to affect the total environment of the child to aid parents in providing an educational environment at home while providing a realistic life setting in the school. Thus, a more continuous and homogeneous 24-hour environment is fostered for the child.

Teacher Talk:

There has been a change in attitude in the staff, parents, and community goals in terms of what can be accomplished rather than limitations of the trainable students.

Many parents are now thinking in terms of options never considered available for their child. Employers can now consider hiring a well-trained handicapped person as an asset, rather than an act of charity. Community agencies perceive needs to maintain the trainable adult in a productive environment rather than paying exorbitant amounts for custodial care.

Title of Project:	"PARENTS AS RESPONSIBLE TEACHERS"
Administrative District:	East Peoria Community High School District 309 East Peoria, Illinois 61611 Tazewell County—Region III
Superintendent:	Mr. Russell T. Moore 1401 East Washington Street East Peoria, Illinois 61611 Phone: 309/694-2001
Project Director:	Mr. Dennis Fahey Box 958 Pekin, Illinois 61554 Phone: 309/694-2001
Year of Project:	1
Amount of Grant:	FY74/$114,674

Description:

The purpose of the project is to provide consistently appropriate behaviors in the home, school, and community environments, whereas, traditional programs tend to emphasize "relevant" academic behaviors.

To affect project objectives, training programs will be established to train paraprofessionals in behavioral analysis, intervention techniques, enable them to gather baseline data and plan behavioral management programs. Parents will be trained in operant methods applicable to the establishment or extinction of specific behaviors with their child.

Parents and paraprofessionals will work together gathering data and acting as facilitators with the child in the home. This major emphasis is placed upon working with children and their parents in the home, utilizing paraprofessionals as the primary contact.

Parent Perceptions:

"Parents as Responsible Teachers is an exciting approach to providing much needed assistance to parents of preschool children. By cooperating directly with the family, the importance of the home is emphasized as a critical element in the development of the child."

"I am enthusiastic about Parents as Responsible Teachers and only wish that a similar program had been in existence years ago."

Career Education

The United States Office of Education has made Career Education the first of eight educational priorities for the nation. This priority recognizes that existing high school curricula now meet the needs of only 40% of the students—the 20% who take vocational courses and the 20% who go on to college degrees. Comprehensive Career Education courses provide a new focus and a new direction to all levels of the educational system by relating the student's education and training to his life and to his career objectives.

Title of Project:	"PROJECT TRIDENT: A CONSUMER-CENTERED APPROACH TO CONSUMER EDUCATION"
Administrative District:	Lincoln Community High School District 404 Lincoln, Illinois 62656 Logan County—Region IV
Superintendent:	Dr. Robert W. Jones 1000 Primm Road Lincoln, Illinois 62656 Phone: 217/732-4131
Project Director:	Mr. Robert Carpenter 1000 Primm Road Lincoln, Illinois 62656 Phone: 217/732-4131
Year of Project:	1
Amount of Grant:	FY74/$120,960

Description:

This comprehensive Career Educational Program provides new focus and direction to all levels of the educational system by relating the student's education and training to his life and career objectives. Following high school graduation, each student will gain a salable skill which will meet the entry level requirement for employment as well as those important skills for entry into higher or post-secondary level education.

Rather than a replacement of existing curricula, Career Education is a blending of curricula relating to more relevance in what is being taught.

Project Trident structures its program through 3 **Career Education Modules (CEMS)**. These CEMS provide for orientation, exploration, and in depth career education experiences throughout the school year. The instructional experiences of the 3 CEMS are planned by a team composed of faculty, career education, and curriculum specialists, and students and community career consultants.

Project Trident emphasizes extensive career education counseling, a wide range of career education options, studying self-direction, and flexibility of entry at various program stages. A career program will exist for **every student** from vocational level training, through 4-year university education.

Student Statements:

Career Education is for **every** student and PROJECT TRIDENT is a sound program. Everyone needs Career Education, even the college-bound student. If a person has a saleable skill he can work his way through college. If he doesn't graduate from college, this person will still have a saleable skill to earn a living.

Early Childhood Education

The developmental period of early childhodd encompasses the first eight years, and since learning begins at birth, it is during the early years that children are most malleable and begin to formulate basic mental structures upon which all later understandings are built. Current research indicates that the quality and kind of environmental stimulation during the early years influences not only later skill development and the capacity of the child to achieve his innate potential but also the child's basic attitudes toward all future learning.

Throughout the last cnetury, programs of early childhood education have been available for those in the higher socioeconomic echelons, and more recently, the disadvantaged have been provided with compensatory programs. Often these programs have been based on short-ranged goals and as a result their benefits to all children have been limited. Seldom has the educational focus been pervasive enough so that early learning becomes an integral and vitally important component in the total development of all young children.

The following program funded by Title III, ESEA, is an example of the new services being provided for young children in Illinois schools.

Title of Project:	"HOME BASE: AN EARLY CHILDHOOD EDUCATION MODEL"
Administrative District:	Chicago Board of Education District 299 Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Mr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mr. Gerald O'Connor 7025 South Princeton Chicago, Illinois 60621 Phone: 312/783-1234
Year of Project:	1
Amount of Grant:	FY74/$122,825

Description:

This Home Base program for early childhood education has two interrelated primary purposes: (a) to help 40 three- and four-year-old children of the Yale Elementary attendance area overcome a lack of readiness in learning, and (b) to increase their parents ability to function as the prime teachers of their children. This project will also provide indirect benefits that will positively affect the other children in the families of participants.

All components of the program build upon and show respect for the language, culture, and life-style of the home. All components are designed to increase understanding of the process of early childhood development and growth, how children learn, and how parents, teacher aides, and teachers can assist in the learning process.

Two-thirds of the formal and informal learning experiences of the program will take place in the students' home on a weekly or semiweekly basis.

Parent Perceptions:

"This is a wonderful program and it will be good for the parents as well as the children."

"All of the mothers feel that the children need help in getting ready for kindergarten and primary school."

"The mothers also feel that it is fun to learn with the children. They play all of the games and participate in the same activities as the children so that they can understand the purpose of the games and activities and what the children will learn from them."

"Although it is just the beginning, we think that it will be very successful."

Discretionary Funds of the U.S. Commissioner of Education

In April 1970, Congress adopted Public Law 91-230, which amended the Elementary and Secondary Education Act of 1965 and added to Title III, Section 306. This new Section, referred to as Discretionary Funds, gave the U.S. Commissioner of Education the authority to make grants directly to local educational agencies.

Title III, Section 306, funds are available for the support of special innovative and exemplary projects which hold promise of making a substantial contribution to the solution of educational problems common to several or all states. At least 15 percent of the funds available in each state under this program must be used to meet the special education needs of handicapped children. Funds may be used for planning, pilot testing, installing, maintaining, and expanding innovative and exemplary educational programs which supplement normally provided educational activities and services. All projects are intended to stimulate the adoption of new programs to provide a diverse range of educational experience to students of varying talents and needs.

Periodically, the Office of Education will establish a number of national priorities to guide local educational agencies in their development of projects. In determining these priorities, the Office of Education will consult federal departments, state departments of education, local educational agencies, institutions of higher education, educational policy groups, and representatives of various minority groups. This year critical educational problems identified were in the area of: early childhood education, environmental education, disadvantaged, reading, human diversity and cultural behaviorism, and student/youth activism.

Title of Project:	"UTILIZING INNOVATIVE MEDIA FOR PUPILS WITH COMMUNICATION DISORDERS"
Administrative District:	Chicago Board of Education 228 North LaSalle Street Chicago, Illinois 60601 Cook County—Region I
Superintendent:	Dr. James Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Ms. Ada Brown 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4780
Year of Project:	3
Amount of Grant:	To be Negotiated

Description:

The deaf students' learning is primarily visual and this project's aim is to explore the new medium of student-operated videotape cassettes to open for him a new world of visual learning. In addition, video tape is used to improve the teaching and learning environment of the deaf, to improve deaf student evaluation, and to add to vocational opportunities for the deaf. These objectives are comprised in five major activities:

Learning materials—Teachers record lessons on video tape for independent study by students on videotape cassette machines in their own classrooms. A media aide in each school assists in the video recording and in other media presentations.

Microteaching—Replaying video tapes of her own performance, the teacher has a tool for self-evaluation and improvement of her classroom procedures and presentations.

Library of exemplary performances—On video tape, teachers present outstanding, motivational, and successful lessons for the hearing-impaired child. These tapes are studied in teacher workshops.

Oral language development level placement—The hearing-impaired child responds orally to a sequence of pictures. This helps to determine the level at which the pupil has mastered language with a permanent objective record of the child's total communication attempt.

Work experience program—Pupils are trained in video tape and other media for media jobs in industry.

Teacher Talk:

"The utilization of the video equipment has been instrumental in upgrading the quality of teaching, the improvement of communication skills of the students, and the proficient guidance and counseling of the learning of the hearing impaired."

Title of Project:	"COMPREHENSIVE MENTAL HEALTH TRAINING IN A HEARING IMPAIRED PROGRAM"
Administrative District:	Waukegan Special Education District of McHenry County District 61 Gurnee, Illinois 60031 McHenry County—Region I
Superintendent:	Mr. Willis C. Rardin 310 West Rockland Road Libertyville, Illinois 60048 Phone: 312/362-9020
Project Director:	Mr. Robert D. Bittner 4440 West Grant Avenue Gurnee, Illinois 60031 Phone: 312/623-0021
Year of Project:	3
Amount of Grant:	To be negotiated

Description:

The primary focus of the first project year was defined to be (1) the design and conduct of an extensive training program for teachers, parents and support staff, and (2) the development of learning packages in a number of topical areas related to the improvement of mental health for the hearing impaired.

Intensive workshops and training sessions were utilized in order to familiarize the program participants to the facts, understanding, and concepts related to the general problem of poor mental health among the hearing impaired and other related areas.

Another main objective involves the instruction of project participants in both receptive and expressive manual communication. One instrument used to evaluate the competency in this skill by program teachers is a demonstration of cross translatability, utilizing 100 signs selected from **A Basic Course In Manual Communication**.

Learning packages are another component of this program. The first year packets were intended to be viewed as orientation or groundwork to promote better understanding at various levels (the who, how, what, and why of the project). The second year dealt with therapeutic or educational techniques used to train hearing impaired children (i.e. communication skills, counseling techniques, etc.)

Teacher Talk:

The intensive training program involved with this Title III project improved the social/emotional adjustment problems commonly found in the hearing impaired youth and adults. Nationally recognized deaf and hearing leaders specializing in various areas of deafness conducted successful workshops for the staff and parents.

Title of Project:	"HELP": HUMANISTIC EARLY LEARNING PROGRAM
Administrative District:	Herrin Community Unit District 4 Herrin, Illinois 62948 Williamson County—Region VI
Superintendent:	Mr. William C. Clarida 700 North Tenth Street Herrin, Illinois 62948 Phone: 618/942-6606
Project Director:	Mr. Larry Loveall 700 North Tenth Street Herrin, Illinois 62948 Phone: 618/942-7800 Ext. 42
Year of Project:	3
Amount of Grant:	To be negotiated

Description:

This HELP is designed to improve guidance efforts involving the parents and teachers in order to establish positive attitudes and motivation toward school by their children. The project personnel expect to advance the understanding of human needs by the students as well as supply an opportunity for more individualized instruction and behavior modification.

Teachers study new techniques for use in the classroom which enhance the student's feeling of self-worth and camaraderie among his peers.

Parents have the opportunity to learn techniques that are used in and out of the classroom to encourage their children in better educational and social activities. Regularly scheduled training sessions enable the parents to share new ideas and techniques they feel would be advantageous to the students.

Certain cases sometimes involve individual and small group discussions which employ the use of personal expression of one's self as a means of attaining self-worth realization and advancement.

The result of the program will be to develop methodology and experiences contained in the affective area that will be retained permanently in the school curriculum.

Counselor Comments:

"When a kindergarten student remarks to a classmate: 'I can tell you are upset because you can't find your crayon box' the teacher knows that her efforts to help students tune in their own and others' feelings are working. Project HELP is a program that is training teachers, students, and parents ways of communicating in a democratic manner and ways of providing experiences for students to examine, explore, and understand their own feelings."

Title of Project:	"A SCHOOL-COMMUNITY PREVENTIVE INTERVENTION PROGRAM IN EARLY CHILDHOOD EDUCATION"
Administrative District:	Community Consolidated School District 65 Evanston, Illinois 60201 Cook County—Region I
Superintendent:	Mr. Joseph Porter 1314 Ridge Avenue Evanston, Illinois 60201 Phone: 312/869-2100
Project Director:	Mrs. Frances Holliday 3701 Davis Skokie, Illinois 60076 Phone: 312/328-9505
Year of Project:	3
Amount of Grant:	To be negotiated

Description:

The underlying principle of this project is that no child who is handicapped by virtue of cultural, social, economic, educational, emotional, or physical disadvantage should go through the preschool years without access to the treatment that might be provided by the community.

A multidimensional, interdisciplinary screening is provided for all preschool children in the district before they enter kindergarten. The components of the screening included an evaluation of hearing and vision, psychological assessment of emotional and therapeutic intervention, learning development assessment for potential learning problems, and social service consultations with families and agencies.

Three major areas of concern, specific objectives, and related activities are as follows:

(1) to initiate intervention programs to meet individually identified needs (physical, social, emotional) prior to school entry;

(2) to identify high-risk children and their younger siblings for special referral and

(3) to identify talents and resources of handicapped children and encourage parents to assist the child to develop them.

Teacher Talk:

The program seeks to identify strengths as well as weaknesses. At the beginning of the school year, each kindergarten teacher receives an individual profile of each child's relative strengths, which helps the student overcome any learning problem and successfully begin his formal education. Children are not "labeled" or "tracked" in a way that will effect the rest of their educational career.

Title of Project:	"WOODSTOCK ENVIRONMENTAL EDUCATION PROJECT"
Administrative District:	Community Unit School District 200 501 West South Street Woodstock, Illinois 60098 McHenry County—Region I
Superintendent:	Dr. Roy J. Habeck 501 West South Street Woodstock, Illinois 60098 Phone: 815/338-4372
Project Director:	Mr. Mick Sagrillo Dean Street School 226 West Judd Street Woodstock, Illinois 60098 Phone: 815/338-1133
Year of Project:	3
Amount of Grant:	To be negotiated

Description:

The ultimate result sought by the Woodstock Environmental Education Project is the development and preservation of a social and natural environment in which human freedom can be maximized and the quality of life enriched for both present and future generations.

Overall goals of WEEP are to:

1. Establish and staff an environmental educational resource center (issue, problem, and action oriented) involving professionals, students, and lay members of the community in cooperative efforts to develop and preserve the environment.
2. Identify the values, attitudes, concepts, knowledge, skills, techniques, and conditions essential for an educational program which focuses on the environment.
3. Develop, provide, and implement environmental education materials, programs, and practices for use with different age levels and in a variety of educational settings, both formal and non-formal.

Students are taught to understand the basic concepts of ecology and the relationship of man-to-man and man-to-environment. The need for immediate environmental action is emphasized to the community by the students in this K-12 curriculum scheme.

Student Statements:

"I feel that I learned just as much as I would at the school, except it was about different things, and I myself was more interested in those subjects like the subject connected with nature which were many of them."

Dissemination Services

Since Title III, ESEA, seeks to encourage innovative and exemplary programs, the Office of the Superintendent of Public Instruction wants the educational community to know about the existence of any significant innovations, creative approaches, or exemplary programs that are being planned or operated under Title III, ESEA. The staff goal is to give visibility to successful programs, show why other programs did not succeed, and promote the adaption of promising educational practices.

Upon request, the following materials will be made available to any interested persons:

1. **Forces For Change in Illinois Schools**, a publication listing and describing all the active Title III, ESEA, projects in Illinois.
2. **Guidelines for Proposal Writers**, (Regular and Mini-Grant Proposals) Title III, ESEA.
3. Audio/Visual presentations created specifically for Title III, ESEA, project dissemination.

Title III, ESEA, staff members are available to answer inquiries regarding the Title III, ESEA, program in Illinois. They are also available as speakers at educational conferences, workshops, and institutes. Inquiries and requests for materials should be directed to:

Director
Title III, ESEA
Office of the Superintendent of
Public Instruction
316 South Second Street
Springfield, Illinois 62706
Telephone: 217/525-3810

ED120124

Forces for Change in Illinois Schools

Title III, E.S.E.A.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

UPPLEMENT

SP009 562

TABLE OF CONTENTS

Page
Phased Out Projects 1

New FY 75 Programs

CURRICULUM AND INSTRUCTION

Chicago - "Urban Leadership Program" 2
Chicago - "Comprehensive High School Reading Program" 3
Chicago - "A Media Approach to Curriculum Learning for Spanish-Speaking Students" 4
Chicago - "TEST TWO: A Comparative Study of Prekindergarten Curricula" 5
Rockford "T.A.L.K. (Teaching Activities for Language Knowledge" 6

SPECIAL EDUCATION

Chicago - "Special Programs Accenting Noncategorization - (SPAN)" 7
Glen Ellyn - "Models for Integrating the Learning Disabled Child into the Mainstream of School Activities" 8
Smithton - "Intellectual Abilities Educational Program: Guilford-Piaget-Integrated" 9
Winnebago County - "Winnebago Plan" 10

ENVIRONMENTAL EDUCATION

Antioch - "Environmental Education: A Thematic Approach with Three-Pronged Integration" 11
LaSalle-Peru - "CREATION: Concern Regarding the Environment and Technology in Our Nation" 12

PUPIL PERSONNEL SERVICES

Belleville - "Project PAC - Parents as Advocates for Children" 13
LeRoy - "WHY WAIT? Happy Years with Affective Involvement Today" 14
Rock Island - "Commonground Experience: Improving Human Relations through Developing Communication Skills" 15
Schaumburg - "Program Evaluation Model" 16
Wheeling - "SELF RENEWAL" 17

CAREER EDUCATION

Meridian - "Career Occupational Resource Center" 18
Quincy - "Career Education through Multi-Experience Centers" 19

MULTI-PURPOSE CENTER

Quincy - "Project Renewal" 20
Wheaton - "School-Community Resource Center" 21

IN-SERVICE EDUCATION

Mundelein- "An In-Service Training Program for Affective Education" 22

Title III, ESEA

Phased out projects as of June 30, 1974

CURRICULUM AND INSTRUCTION

CHICAGO - "Community Bilingual Education Centers"
SMITHTON - "Paderborn Language Arts-Reading Center"
CENTRALIA - "Adaptive, Corrective Physical Education Program"
ELGIN - "Model School"
DANVILLE - "Introduction of the Metric System into the Elementary Curriculum"

DROPOUT PREVENTION

ROCKFORD - "Reducing School Dropouts Through Achievement Motivation"
MOUNDS - "ACTION: Dropout Prevention Through Group Interaction"
CHICAGO - "Amerindian Culture and Education Skills and Community Urban Indian Village Center"
CAHOKIA - "Project Success"
MENDON - "Counteracting the Dropout Program"
BROOKPORT - "Humanistic Design For Dropout Prevention"
CHICAGO - "East Woodlawn Academy Program"

IN-SERVICE

CRYSTAL LAKE - "Individualized Instruction Techniques for Teachers"
CHICAGO - "Area High School Prep Centers"

PUPIL PERSONNEL SERVICES

BELLEVILLE - "R.E.A.C.H."
WEST CHICAGO - "Project CHILD - Changing Human Interests and Learning Development"
KANKAKEE - "Cooperative Help In Learning Development"

SPECIAL EDUCATION

MURPHYSBORO - "Curriculum Demonstration For The Trainable Mentally Handicapped"
SPARTA - "L.D. - Clinical Education and Training Center"
PEORIA - "Early Help: Educational Diagnosis And Prescription"
LIBERTYVILLE - "Peer Counseling In Special Education"
PONTIAC - "Pre-Sheltered Workshop and Community Placement Program"
LA GRANGE - "Comprehensive Training Program For Retardates"

DISCRETIONARY FUNDS

CHICAGO - "Utilizing Innovative Media For Pupils With Communication Disorders"
GURNEE - "HELP"
EVANSTON - "A School-Community Preventive Intervention Program In Early Childhood Education"
WOODSTOCK - "Environmental Education Project"
WAUKEGAN - "Comprehensive Mental Health Training in a Hearing Impaired Program"

CHICAGO
"Urban Leadership Program"

Chicago Board of Education
Chicago, Illinois 60601
Cook County - Region 1

Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Mr. Sander M. Postol Einstein School 3830 South Cottage Grove Avenue Chicago, Illinois 60653 Phone: 312/285-6880
Year of Program:	One
Amount of Current Grant:	$113,104.00

Description: The major purpose of the Urban Leadership Program is to develop skills in urban youths which will prepare them for survival and success in the urban environment. A secondary purpose is to break down cultural barriers for the youngsters and send them into the mainstream of city living.

Fifth and sixth grade pupils will enroll in ten-week sessions with a teacher, teacher aide, and community aides, and participate in planning a program which will involve them in various activities and institutions in the city. A citywide business and professional committee will have the task of facilitating the activities of the group.

A major feature of the program will be a two-week research study and simulated internship by the pupil in a business, professional, or civic institution.

The teacher and the pupil will cooperatively be responsible for insuring that the pupil maintains his regular school work through the use of pupil learning contracts.

CHICAGO
"Comprehensive High School Reading Program"

Chicago Board of Education
Chicago, Illinois 60601
Cook County - Region 1

Superintendent:
Dr. James F. Redmond
228 North LaSalle Street
Chicago, Illinois 60601
Phone: 312/641-4141

Project Director:
Mr. Charles L. LaForce
1830 West Monterey
Chicago, Illinois 60643
Phone: 312/239-2350

Year of Program: One

Amount of Current Grant: $113,763.00

Description: This is a planning grant for implementing an in-service training program for teachers at Morgan Park High School and selected feeder elementary schools, which will result in a comprehensive approach to the improvement of 1,200 students' reading and scholarship.

The major objectives of the program are:

1. the motivation of severely underachieving and alienated students;
2. the development of students' reading skills as a function of learning content;
3. the increase of the basic reading skills of students at or below the 22nd percentile rank;
4. the inservice training of seventh and eighth grade elementary teachers, and content area high school teachers in how to teach reading as a function of learning content;
5. the increase of English teachers' effectiveness in teaching the basic reading skills to students at or below the 22nd percentile;
6. the development of a remedial program for students who have severe reading problems requiring individual treatment.

CHICAGO
"A Media Approach to Curriculum Learning for Spanish-Speaking Students"

Chicago Board of Education
Chicago, Illinois 60601
Cook County - Region 1

Superintendent:
Dr. James F. Redmond
228 North LaSalle Street
Chicago, Illinois 60601
Phone: 312/641-4141

Project Director:
Mr. Fred S. Rosengarden
3333 West Thirty-first Street
Chicago, Illinois 60623
Phone: 312/641-4785

Year of Program: One

Amount of Current Grant: $314,537.00

Description: The purpose of this program is to use modern technology and media material to increase the educational level of 1,499 second and third grade Spanish-speaking students in the four major curricular areas of English, social studies, mathematics, and science.

The first component of this project is the development of Media Curriculum Unit kits (MCU) consisting of films, Language Master cards, transparencies, tapes, filmstrips, teacher guides, etc.

The kits will be listed in a catalog, entered into the computer booking system at the Division of Visual Education, and made available to any class in the Chicago public schools having Spanish-speaking students.

A second component of the program is continuing inservice workshops for teachers in the project's public and nonpublic schools on the proper use of the MCU kits and other media equipment and materials. The professional media consultants from the project and media consultants currently attached to the Division of Visual Education, on a part-time basis will conduct the inservicing in cooperation with the Bureau of Telecommunications and Broadcasting.

CHICAGO
"Test Two: A Comparative Study of Prekindergarten Curricula"

Chicago Board of Education
Chicago, Illinois 60601
Cook County - Region 1

Superintendent:
Dr. James F. Redmond
228 North LaSalle Street
Chicago, Illinois 60601
Phone: 312/641-4141

Project Director:
Dr. Margaret M. Harrigan
24 West Walton Street
Chicago, Illinois 60601
Phone: 312/787-6101

Year of Program: One

Amount of Current Grant: $71,701.00

Description: The Test Two program has two major goals:

a. to determine which of the two prekindergarten programs -- Direct Academic Instruction, or Developmental Opportunity -- is more effective;

b. to balance the widely fluctuating needs of preschool children in the Ogden attendance area.

Approximately, 120 prekindergarten and kindergarten children are involved in the Ogden attendance area, where they are matched in classes according to normal socioeconomic criteria including parents' educational attainments, occupational class, family income, race, sex, age, and ethnic background.

Group 1 is the Direct Academic Instruction unit. Its pupils are exposed to learning materials and methods normally introduced to children a year or two later. This group learns concepts in language, written communications, speech, and mathematics through direct, daily instruction in highly structured presentations.

Group 2 is the Developmental Opportunity unit, which teaches concepts in language, communications, and mathematics through experiment and environment.

ROCKFORD

"T.A.L.K. (Teaching Activities for Language Knowledge)"

Rockford Board of Education, District 205
Rockford, Illinois 61101
Winnebago County - Region 2

Superintendent:	Dr. Robert Salisbury 201 South Madison Rockford, Illinois 61101 Phone: 815/968-0871
Project Director:	Mrs. Joey Vee Martin Luther King School 1306 South Court Street Rockford, Illinois 61102 Phone: 815/964-6150
Year of Project:	One
Amount of Grant:	$67,848.00

Description: T.A.L.K. is an instructional program designed for parents of preschool children and elementary teachers in the methods of improving children's oral language skills.

The educational needs of the district and the goals of the project are combined to provide maximum benefits to the K-5 grade level students. Needs and objectives met by T.A.L.K. are:

1. curriculum reform to facilitate student awareness that language processes are essential to transmit and understand the ideas and feelings of others;
2. pre-school programs for children with expressive and receptive language problems, as well as, training of their parents to provide an effective language growth environment;
3. identification of communication needs of socially disadvantaged children who could profit from training in language skills;
4. training parents of preschool children with language problems the various methods of oral language stimulation.

Additional program areas include demonstration language lessons in the classroom and evaluation of program effectiveness.

CHICAGO
"Special Program Accenting Noncategorization (SPAN)"

Chicago Board of Education
Chicago, Illinois 60601
Cook County - Region 1

Superintendent:	Dr. James F. Redmond 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4141
Project Director:	Ms. Elberta Pruitt 228 North LaSalle Street Chicago, Illinois 60601 Phone: 312/641-4138
Year of Program:	One
Amount of Current Grant:	$100,730.00

Description: This project is designed to place special education pupils -- some of whom are underachievers -- in grade levels P1 and P2 with regular pupils in a conventional classroom, using a lowered pupil teacher ratio and team concept. A team of three teachers, an early childhood specialist, a teacher of the EMH, a specialist in learning disabilities, and two teacher aides work closely under the supervision of a curriculum specialist to implement the program in each school.

Many pupils diagnosed as borderline mentally handicapped in reality are academically retarded due to cultural environment, social or emotional problems, physical conditions which interfere with auditory or visual reception, or undiagnosed learning difficulties. Recent trends and research in the field of exceptionality indicate that the needs of these pupils would best be met by their being in a conventional classroom with general education pupils, with provisions made for special education through prescriptive methods and materials.

Of the 240 pupils served by the project, 75 have been diagnosed as borderline EMH through individual psychological examination (WISC or BINET), 75 have exhibited some symptoms of learning disability as determined by neurological examination, and the remainder have no discernible handicap other than consistent failure in school. A control group of 150 pupils in the selected schools act as a basis of comparison.

GLEN ELLYN
"Models for Integrating the Learning Disabled Child into the Mainstream of School Activities"

Glen Ellyn Elementary School District 41
Glen Ellyn, Illinois 60137
DuPage County - Region 1

Superintendent:	Dr. William M. Hadley 793 North Main Street Glen Ellyn, Illinois 60137 Phone: 312/858-4100
Project Director:	Ms. Deborah Hawkins Glen Ellyn Public Schools 793 North Main Street Glen Ellyn, Illinois 60137 Phone: 312/858-4100
Year of Project:	One
Amount of Current Grant:	$87,112.00

Description: The purpose of this project is to develop models for integrating the K-8 grade students with learning disabilities into the mainstream of regular school activities to the greatest extent possible.

Three important areas of intervention that receive greatest emphasis in the project are:

1. development, implementation, and evaluation of Classroom Model Instruction Maps, which contain specific objectives, activities, and evaluation procedures for programming students with learning disabilities into the mainstream of regular school activities;
2. in-service programs to develop a greater understanding and competency among regular school staff in working with learning disabled children in the regular school program;
3. parent education programs to help parents understand and deal with their learning disabled child more effectively at home.

SMITHTON
"Intellectual Abilities Educational Program: Guilford - Piaget - Integrated"

Smithton Community District 130
Smithton, Illinois 62285
St. Clair County - Region 5

Superintendent:
Mr. Henry J. Mahat
P. O. Box 218
Smithton, Illinois 62285
Phone: 618/233-6863

Project Director:
Mr. William J. Davis
Rural Route 3
Waterloo, Illinois 62298
Phone: 618/473-2215

Year of Project: One

Amount of Grant: $190,000.00

Description: The goal of this program is to demonstrate that children diagnosed as deficient in mental and/or reading abilities can increase their learning through participating in a program designed to remediate these capabilities. Activities are based upon Guilford's structure of the Intellect, Piaget's Stages of Intellectual Development, Rosner's Audio/Visual Perceptual Curriculum and SOBAR Reading Objectives.

Psychometric, developmental, and educational theory are integrated into a viable individualized learning program that is applicable to each child at his/her level. The basic function of the program is to provide the child with an opportunity to succeed in the educational system by individually assisting him to improve his abilities.

The desired outcome of the project will be the development of a curriculum that will be applicable not only to the learner identified as "deficient," but also to the learner recognized as "normal" and/or "gifted."

WINNEBAGO

"Winnebago Plan"

Educational Service Region
Rockford, Illinois 61101
Winnebago County - Region 2

Superintendent:	Mr. Frank M. Parrino 712 Courthouse Building Rockford, Illinois 61101 Phone: 815/987-3060
Project Director:	Ms. Annetta Deboer 712 Courthouse Building Rockford, Illinois 61101 Phone: 815/987-3060
Year of Project:	One
Amount of Current Grant:	$94,500.00

Description: The Winnebago Plan provides an exemplary education delivery system for mild and moderately handicapped children in a regular classroom setting.

A mainstreaming technique is used whereby the special education teachers operate as consultants and resource people, sharing responsibility with the regular education teachers so the previously self-contained exceptional child can attain his/her maximum potential via:

1) Greater learning achievement
2) Enhancement of social adjustment and self-acceptance
3) Peer interaction and support in a normalizing environment
4) Administrative placement in the home school.

The rationale underlying this project is predicated upon a behavioral model of education which asserts that hinderances to learning are to be sought in the learning environment rather than in the child.

ANTIOCH
"Environmental Education: A Thematic Approach with Three-Pronged Integration"

Antioch Community Consolidated School District 34
Antioch, Illinois 60002
Lake County - Region 1

Superintendent:	Mr. Henry C. Meyer 800 Highview Drive Antioch, Illinois 60002 Phone: 312/395-0712
Project Director:	Mr. Michael Teeley 800 Highview Drive Antioch, Illinois 60002 Phone: 312/395-1905
Year of Project:	One
Amount of Current Grant:	$92,026.00

Description: An environmental education curriculum has been developed for grades K-12 throughout five contrasting school campuses in the Antioch area. A thematic individualized approach is being used, which integrates major themes into the school curricula, across grade levels, subject matter areas, and into various community elements. The program is designed around positive cognitive and affective learning activities, which should be easily adoptable by other school districts.

The project staff believes that man's future survival depends upon proper teaching of environmental concepts; therefore, beginning with the basic ideas in the lower grades, broader areas of concern are encompassed in the upper grades' instruction format.

Parents and teachers in the community were surveyed as to their reactions to an environmental education program in their area. There was apparent overwhelming support with over half of the adults indicating interest not only in their children being exposed to this category of study, but themselves also would care to participate in an adult education course.

LASALLE-PERU
"CREATION - Concern Regarding the Environment and Technology in Our Nation"

LaSalle-Peru Township High School District 120
LaSalle, Illinois 61301
LaSalle County - Region 2

Superintendent:	Dr. Robert D. Pomije 541 Chartres Street LaSalle, Illinois 61301 Phone: 815/223-2373
Project Director:	Dr. Richard Jackson LaSalle-Peru Township High School District 120 541 Chartres Street LaSalle, Illinois 61301 Phone: 815/223-2372
Year of Project:	One
Amount of Current Grant:	$98,299.00

Description: Project CREATION is an attempt to involve high school students in an interdisciplinary educational experience centering around the sociotechnological problems found in the LaSalle-Peru area.

In order to weld the social and natural science aspects in a dynamic fashion, the staff used the techology of modern communication -- television tapes, television, radio and television interviews -- as their primary, though not only strategy. The students actively participate in taping and analyzing material which bears upon a particular environmental problem or problem chosen by the class as their project.

The first year of the program is being used to plan the structure of the course, the inservice teacher workshops, program evaluation instruments, and the coordination of project activities with area agencies involved in the course.

BELLEVILLE
"Project PAC -- Parents as Advocates for Children"

Belleville Public School District 118
Belleville, Illinois 62221
St. Clair County - Region 5

Superintendent:	Mr. Charles E. Oswalt 105 West "A" Street Belleville, Illinois 62221 Phone: 618/233-2830
Project Director:	Dr. Joseph Pukach 1404 East Maine Street Belleville, Illinois 62221 Phone: 618/233-5345
Year of Project:	One
Amount of Current Grant:	$248,401.00

Description: The major goal of Parents as Advocates for Children (PAC) is to facilitate the provision of coordinated experiences to aid in the young child's physical (psychomotor, health, and nutrition), emotional and intellectual development through the preschool, kindergarten, and primary years. A parent-teacher partnership is developed in the preschool center, community and home environment in order to encourage a child towards his fullest potential.

The first phase of the program uses diagnostic and evaluation procedures in conjunction with parent input to determine the individual potential of the child and his/her written prescription.

Phase II provides technical assistance and facilitates the exchange of information throughout the project staff via a Preschool Educational Consortium.

Phase III is the outcome of the first two stages, and the Personalized Instruction Curriculum is now developed to assist each child.

LEROY
"WHY WAIT? Happy Years with Affective Involvement Today"

LeRoy Community District 2
LeRoy, Illinois 61752
McLean County - Region 4

Superintendent:	Mr. P. R. Dardano 600 East Pine Street LeRoy, Illinois 61752 Phone: 309/962-2919
Project Director:	Ms. Marilyn Monahan 805 North Barnett Street LeRoy, Illinois 61752 Phone: 309/962-9351
Year of Project:	One
Amount of Grant:	$62,254.00

Description: The major thrust of "Project Why Wait?" is to remediate or prevent personal, social, and/or educational problems of children in preschool through fifth grade levels while they are in the beginning stages. The counselors provide pupil personnel services at the elementary level to open new avenues for pupil's optimum development, to increase their responsiveness to the total educative process, and to enable pupils to more thoroughly enjoy their educational experiences.

A video tape of each student is the primary technique being used to facilitate pupils in assessing THEIR behavioral responses, setting their own goals, and evaluating their individual progress. Other activities incorporated in the program are: role playing, puppet activities, behavior modification programs, individual and/or group counseling, expressible art, etc.

Teachers spend in-service time to develop instruments that identify pupil's areas of strength, skills, and talents. These strongest attributes are then nurtured by the students, staff, parents, and teachers to further reinforce the pupil's development in a positive direction.

ROCK ISLAND
"COMMON GROUND EXPERIENCE: Improving Human Relations Through Developing Communication Skills"

Rock Island Public School District 41
Rock Island, Illinois 61201
Rock Island County - Region 2

Superintendent: Mr. William J. Kritzmire
541 Twenty-first Street
Rock Island, Illinois 61201
Phone: 309/786-3395

Project Director: Mr. Charles B. Dyson
1400 Twenty-fifth Avenue
Rock Island, Illinois 61201
Phone: 309/786-3395

Year of Project: One

Amount of Grant: $141,786.00

Description: This project is designed to develop better human relations between students through better understanding of self and peers. This improved understanding is created through a program that develops communication skills in leadership abilities.

In July and August a five-day live-in seminar was held at Augustana College. The experience incorporated a guided list of activities during the day, including such areas as group formation, communication of feelings, competitive activities, non-verbal communication, task formation, and conflict resolution. Each ten-member group had been led by a school counselor and seminar director, who provided direction to their skill building activities.

Project Commonground is composed of activities which bring these young people together to encourage their awareness of individual differences. This will be the initial time many of these sixteen-year-olds have had contact with others from racially different backgrounds.

The summer experience will be followed by continued group activities during the school year. Student leaders will be selected from the summer program and will receive further training to enable them to serve as peer counselors and group leaders.

SCHAUMBURG
"Program Evaluation Model"

Community Consolidated School District 54
Schaumburg, Illinois 60172
Cook County - Region 1

Superintendent:	Mr. Wayne E. Schaible 804 West Bode Road Schaumburg, Illinois 60172 Phone: 312/894-4200
Project Director:	Dr. Joseph P. Cech 1621 West Norwell Lane Schaumburg, Illinois 60172 Phone: 312/894-0330
Year of Project:	One
Amount of Current Grant:	$73,872.00

Description: This program evaluation model intends to assist the educational environment in all three of its major components -- the student, the curriculum, and the instructional staff.

The foremost purpose of the program is to improve student achievement in Mathematics and Language Arts throughout grades three through eight. Tests are administered to the students to determine their individual profiles which are distributed to teachers, who then use this information to identify and remediate the indicated learning deficiencies.

The teachers also are involved in a self-evaluation process of instructional effectiveness. The project's director, a language arts, and mathematics consultant conduct workshops to train the teachers to construct self-profiles which indicate their success in having their students achieve their pre-planned objectives. Just as a prescription is written for each student, so too, is the teacher subject to corrective activities.

WHEELING
"SELF RENEWAL"

Community Consolidated School District 21
Wheeling, Illinois 60090
Cook County - Region 1

Superintendent: Dr. Kenneth F. Gill
999 West Dundee Road
Wheeling, Illinois 60090
Phone: 312/537-8270

Project Director: Mr. Lawrence Chase
999 West Dundee Road
Wheeling, Illinois 60090
Phone: 312/537-8270

Year of Project: One

Amount of Current Grant: $108,840.00

Description: This is an individualized system of personal and professional growth experiences for all personnel in District 21. Training modules will be developed and offered as units to interested people, and an in-house cadre of facilitators will be trained as group leaders of a personal growth course offered to all employees.

Services available to the district personnel include:

1. a counseling center
2. a video-tape self assessment center
3. a professional library
4. a group center where on-going groups can meet in a comfortable atmosphere.

This first year planning grant expects to produce a staff development program that is really effective, individualized, and allows the people involved to experience personal and professional growth that is satisfying.

MOUNDS
"Career Occupational Resource Center"

Meridian Community Unit District 101
Mounds, Illinois 62964
Pulaski-Alexander Counties - Region 6

Superintendent: Mr. Edmond Bridewell
Box 79D
Mounds, Illinois 62964

Project Director: Mr. Robert Komorech
415 North Blanche
Mounds, Illinois 62964
Phone: 618/745-6530

Year of Program: One

Amount of Current Grant: $128,059.00

Description: A career approach and orientation is being developed at this resource center to combine the academic aspects of education with life. This will benefit students in learning to like themselves; to learn to live; to learn to learn; and ultimately to learn to achieve self-sufficiency.

Two mobile mini-centers transport project materials to readily accessible locations for the K-12 students and teachers involved in the program. These vans also assist project personnel in providing counseling services to students on an individual or group basis.

The teachers will have prime responsibility for formalizing a career education philosophy and methods of adapting and implementing the Career Occupational Resource Center (CORC) materials and facilities. Four professionals will staff the Resource Center and serve as consultants to the school and students in developing their occupational and self-awareness.

QUINCY
"Career Education Through Multi-Experience Centers"

Quincy Public School District 172
Quincy, Illinois 62301
Adams County - Region 3

Superintendent: Dr. William G. Alberts
1444 Maine Street
Quincy, Illinois 62301
Phone: 217/223-8700

Project Director: Dr. Joe B. Bocke
1444 Maine Street
Quincy, Illinois 62301
Phone: 217/223-8700

Year of Project: One

Amount of Grant: $168,000.00

Description: This project establishes numerous career multi-experience centers throughout the community where special education students, preschool through high school, learn specific skills designed to increase awareness of and competencies in a series of actual experience situations.

Special education students are provided the opportunity to:

1. learn specific job skills in a wide range of career areas;
2. develop positive attitudes towards work;
3. learn appropriate inter-personal relations and on-the-job behaviors necessary for successful employment;
4. decrease the amount of lecture oriented teaching and increase active student participation in learning through experimental teaching.

Rather than being forced to enter low skilled positions having limited opportunity for long-term satisfaction, each student will be prepared for more demanding and lucrative careers.

QUINCY
"Project Renewal"

Quincy Public School District 172
Quincy, Illinois 62301
Adams County - Region 3

Superintendent: Dr. William G. Alberts
1444 Maine Street
Quincy, Illinois 62301
Phone: 217/223-8700

Project Director: Dr. Judith D. Hampton
1444 Maine Street
Quincy, Illinois 62301
Phone: 217/223-8700

Year of Project: One

Amount of Current Grant: $238,000.00

Description: This grant is developing and will implement a process-based and replicable model which focuses on the discovery and efficient utilization of district resources.

The three-pronged technique being used is:

1. staff members throughout the district are exploring and clarifying individual and group needs;

2. teachers, administrators, students, parents, and community members with particular areas of expertise will be identified;

3. through the efforts of the project staff, people with needs will be matched with appropriate persons who possess the skills, knowledge creativity, and desire to help alleviate those needs.

Special support teams composed of administrators, counselors, and other personnel function as instructors when the regularly-assigned teachers are serving as or being served by resource people.

A renewal center comprised of human and material resources will act as a reservoir of talent available for all persons interested.

WHEATON

"School-Community Resource Center"

Community Unit School District 200
Wheaton, Illinois 60187
DuPage County - Region 1

Superintendent:	Dr. Donald Birdsell 130 West Park Avenue Wheaton, Illinois 60187 Phone: 312/653-0200
Project Director:	Mrs. Alda Young 130 West Park Avenue Wheaton, Illinois 60187 Phone: 312/653-0200
Year of Project:	One
Amount of Current Grant:	$163,486.18

Description: This School-Community Resource Center has united in one facility the educational equipment, materials, information, and services that would not be feasible for the 22 individual public schools comprising this district.

The Center demonstrates how the community at large can cooperatively work together to assist teachers, students, and interested citizens in preparing their own learning materials, duplicating ready-made materials, and obtaining needed resources and aids from other talented and skilled members of the community.

Resource files are being developed, consisting of information on field trip possibilities and locations, and listings of citizens with talents, skills, or hobbies who are willing to be an involved member of the instructional or volunteer staff.

MUNDELEIN
"An Inservice Training Program for Affective Education"

Mundelein Elementary School District 75
Mundelein, Illinois 60060
Lake County - Region 1

Superintendent:	Mr. Richard C. Lanaghan 200 West Maple Avenue Mundelein, Illinois 60060 Phone: 312/566-1560
Project Director:	Ms. Joyce Glasser Mundelein Elementary District 75 200 West Maple Avenue Mundelein, Illinois 60060 Phone: 312/566-1560
Year of Project:	One
Amount of Grant:	$130,993.00

Description: There is a three fold purpose to this program:

1. the development of an inservice training model for teachers and administrators in the area of affective education;
2. the involvement of an awareness program for parents;
3. the creation of a resource center for affective education that will provide training, information, and services to neighboring school districts.

Teachers and administrators trained in the program demonstrate an increased understanding of the emotional needs of children, a knowledge of skills for use in affective education, and they employ affective skills in their classrooms with greater frequency.

In order to accomplish these goals, the teachers participate in a one week workshop on cognitive and experimental study of affective education; this is followed by two weeks of intensive support in the classroom; and the final phase involves a six week period during which time the teachers conduct activities in the classroom with the project staff available for support and consultation.

The main purpose of the parent groups is to communicate the objectives of the affective education program, with a secondary outcome being the utilization of affective skills in the home.